DOCUMENT RESUME

ED 273 741 AA 001 155

Resources in Education (RIE). Volume 22, Number 2.
Educational Resources Information Center (ED), Washington, DC.; ORI, Inc., Bethesda, Md. Information Systems Div.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 87
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402. On annual subscription, $56.00 (Domestic), $70.00 (Foreign).
LANGUAGE- English
EDRS Price - MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

DOCUMENT RESUME

ED 273 755 CE 044 891

Corson, Walter; And Others
Nonmonetary Eligibility in State Unemployment Insurance Programs: Law and Practice.
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
SPONS. AGENCY- Employment and Training Administration (DOL), Washington, D.C.
REPORT NO.- ISBN-0-88099-038-4
PUB DATE- 86
NOTE- 151p.
CONTRACT- 20-55-82-13
AVAILABLE FROM- W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Audits (Verification); Comparative Analysis; *Compliance (Legal); Data Collection; *Disqualification; *Eligibility; Evaluation Criteria; Evaluation Methods; Information Needs; Labor Legislation; Policy Formation; Public Policy; State Legislation; *State Programs; *Unemployment Insurance

A study examined the various laws and practices in six states regarding nonmonetary eligibility for state unemployment insurance programs and assessed the effects of these laws and policies on the states' ability to identify and reject unemployment insurance claimants who fail to meet the requirements. Eligibility for unemployment insurance in all six states was based on two sets of criteria: initial monetary and nonmonetary qualification requirements (which are based on previous employment) and continuing eligibility conditions (which are exhibited through continuing attachment to the labor market). The ability of a given state to deny benefits to ineligible claimants was found to depend on the effectiveness with which the state detects determination issues rather than on the consistency with which its determinations lead to denials. Two important practices contribute to high determination rates. The first is initiation of the determination process on the basis of information from several actors, and the second is an insistence upon obtaining simple factual information from employers on the reason for separation. The severity of penalties affects administrative behavior during the determination process as well as the behavior of potential claimants. Also important are comprehensive and detailed written policies. A broad view should be taken of the types of information that justify inquiry, and the information available to the adjudicator responsible for decision making should be maximized. (MN)

DOCUMENT RESUME

ED 273 770 CE 044 921

Jackson, Virginia; Thiel, Maria
English. Intermediate Supplemental Exercises. Courses 701-803.
Chicago City Colleges, IL. Chicago Urban Skills Inst.
PUB DATE- 83
NOTE- 129p.; For the intermediate level curriculum guide, see CE 044 919. For the English exercise book for grades 5-6, see CE 044 920.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Basic Education; Adverbs; *English Instruction: *Form Classes (Languages); Learning Activities; *Letters (Correspondence); *Paragraph Composition; Paragraphs; Pronouns; Sentence Combining; *Sentences; Sentence Structure; Verbs

This book of supplemental exercises is one of a series of books designed to provide educational materials in addition to the instructional texts in the Adult Learning Skills Program. Exercises in this intermediate level book are for the English subject area. Course numbers and exercise topics are: 701 (subject/verb agreement, reversed subject order, introductory and intervening phrases, pronoun/antecedent agreement, commas in a series), 702 (sentence types, subjects and predicates, adverbs and adverbial phrases, direct and indirect objects, predicate nominatives, predicate adjectives, often confused words, double negatives, parallel structure, placement of modifiers), 703 (simple sentences, compound sentences, complex sentences, phrases and clauses, fragments, run-on sentences), 801 (general topics and specific items, main headings and subheadings, sentence and topic outlines, paragraph structure and development, descriptive paragraphs, definition paragraphs), 802 (chronological sequence, spatial relationship, cause and effect, informal letters, business letters), and 803 (direct address; apposition; direct and indirect quotations; subjects, predicates, and objects; predicate adjectives and nominatives; subject/verb agreement; pronoun/antecedent agreement; fragments; run-on sentences; parallel structure; redundancy; paragraph and letter writing). (YLB)

DOCUMENT RESUME

ED 273 784 CE 044 946

Garry, Anna; Cowan, John
Learning from Experience. A Tutor's Guide to the Use of Small Groups in Continuing Professional Development. FEU/PICKUP. An Occasional Paper.
Further Education Unit, London (England).
REPORT NO.- ISBN-0-948621-27-3
PUB DATE- Jul 86
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Foreign Countries; *Professional Continuing Education; *Professional Development; Program Development; *Program Implementation; *Small Group Instruction; *Student Participation; *Workshops
IDENTIFIERS- Great Britain

This occasional paper is intended as a practical guide to teachers in further and higher education who are involved in continuing professional development (CPD) and wish to use a strategy of participative workshops. Section I is a brief explanation summarizing the educational justification for the learner-centered approach to CPD. In Section II the design of outline schemes for learner-centered workshop programs is considered. Topics considered include defining constraints, specifying aims and objectives, and achieving the aims. Section III offers specific advice to facilitators on such topics as self-development, using literature and other sources, co-counseling, preparation, digressions, misconceptions, facilitating, documentation, last minute preparations, and conducting the program. Section IV suggests ways to improve a conventionally taught course in a CPD program. An appendix, amounting to approximately one-half of the paper, offers three detailed examples of annotated workshop designs. Each example is accompanied by samples of documentation. In each case, after the opening description, a summary is provided of the process followed in designing the workshop. (YLB)

DOCUMENT RESUME

ED 273 798 CE 045 003

Moore, E. Cortez
Prevocational Education Planning, Implementing, Teaching and Evaluating.
South Carolina State Dept. of Education, Columbia. Office of Vocational Education.
PUB DATE- 86
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Board of Education Policy; Career Choice; Classroom Techniques; Delivery Systems; Disabilities; Disadvantaged Youth; Educational Planning; *Educational Policy; Evaluation Criteria; Occupational Information; *Prevocational Education; *Program Development; *Program Implementation; School Guidance; Secondary Education; Special Education; State Boards of Education; State Programs; State Standards; *Teaching Methods; Vocational Aptitude; Vocational Evaluation
IDENTIFIERS- *South Carolina

Prevocational education is a group guidance program designed to develop students' self-awareness, to provide them with knowledge and experiences in a variety of different occupations, and to help them understand the function of education and the relationship of career opportunities during the career decision-making process. This guide provides an alternative for local education agencies' personnel in South Carolina involved in planning, implementing, teaching, and evaluating prevocational education programs or engaged in maintaining and improving existing programs. The guide is organized into eight sections that cover the following topics: South Carolina State Board policies for prevocational education programs, planning and implementing curriculum and instructional programs, teaching methods and techniques for prevocational education, teaching disadvantaged and handicapped students, identifying student abilities and occupation requirements, guidance services and procedures, and program standards and evaluation criteria. Appendixes to the guide provide definitions of terms and program objectives and describe the prevocational education delivery-return system, staff development, and factors influencing vocational choice. (KC)

DOCUMENT RESUME

ED 273 811 CE 045 029

Harvey, Dexter; Cap, Orest

Human Development Aspects of Aging. Module A-3. Block A. Basic Knowledge of the Aging Process.

Manitoba Univ., Winnipeg. Faculty of Education.
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- 86
NOTE- 30p.; For related documents, see CE 045 027-037.
GRANT- 6553-2-45
AVAILABLE FROM- Faculty of Education, University of Manitoba, Winnipeg, Manitoba, Canada R3T 2N2.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Development; Adult Learning; Adult Programs; *Aging (Individuals); Behavioral Objectives; Gerontology; *Human Services; Learning Modules; *Older Adults; *Service Occupations; Social Services; *Staff Development

This instructional module on human development aspects of aging is one in a block of 10 modules designed to provide the human services worker who works with older adults with basic information regarding the aging process. An introduction provides an overview of the module content. A listing of general objectives follows. Two sections present informative material on each of the two objectives. Topics are changes and developments of life, including external and internal factors influencing development, and stages of growing and learning. Other contents include a summary and listings of selected readings and additional resources. (YLB)

DOCUMENT RESUME

ED 273 826 CE 045 063

Emergency Medical Services Instructor Training Program. A National Standard Curriculum. Instructor Lesson Plans. First Edition.

National Highway Traffic Safety Administration (DOT), Washington, D. C.

PUB DATE- 86

NOTE- 164p.; For related course guide and student study guide, see CE 045 062-064.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Education; *Adult Educators; *Allied Health Occupations Education; Behavioral Objectives; Course Content; *Emergency Squad Personnel; First Aid; Lesson Plans; Medical Services; *Teaching Methods; Vocational Education

These instructor lesson plans comprise one of three documents prepared for the Emergency Medical Services (EMS) Instructor Training Program. Prepared for course instructors, this document contains a detailed outline of course content and guidance for teaching each of 12 lessons. Components include performance objectives, requirements (material, equipment, visual aids, instructors), instructor preparation/tasks, and content. The training course covers all instructional techniques currently considered to be within the responsibilities of an entry-level EMS instructor. Lessons are principles of adult learning, student learning styles, development and utilization of instructional objectives, preparing and using lesson plans, preparation and use of instructional aids, class participation techniques, mini presentation 1, practical skill instruction, providing student feedback, evaluating student performance, mini presentation 2, and orientation to Department of Transportation/National Highway Traffic Safety format and materials. Appendixes include sample course schedules, evaluation forms, a 45-item listing of selected references on instruction and learning, and handouts and worksheets pertinent to some of the lessons. (YLB)

DOCUMENT RESUME

ED 273 841 CE 045 083

Prabhu, Vas
Controlling Output. Supervising. Technical Aspects of Supervision. The Choice Series #37. A Self Learning Opportunity.
Northern Regional Management Centre, Washington (England).
SPONS. AGENCY- Manpower Services Commission, London (England).
REPORT NO.- ISBN-0-948023-92-9
PUB DATE- 85
NOTE- 77p.; For related documents, see ED 266 310-312, ED 268 236-263, ED 270 592-593, ED 271 586-590, and CE 045 082-084.
AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington Town Centre, Washington, Tyne & Wear, England NE38 7ST ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Check Lists; Distance Education; Learning Activities; *Organizational Effectiveness; *Personnel Management; Postsecondary Education; *Productivity; Staff Development; *Supervisory Methods; *Supervisory Training; Training Methods

This student guide is intended to assist persons employed as supervisors in improving their ability to control output. Discussed in the first three sections are the following topics: the control process (stages in control, control and planning, the supervisor and control, and ways of choosing areas to control); ways of controlling output (general and specific techniques for controlling work flow, materials, quality, plant and equipment, and work methods); and the workteam and control (motivation and training and development). Each of these sections contains an introduction, sections of instructional text that are interspersed with reinforcing learning activities, and a section summary. The fourth part of the guide includes a series of performance checks (an end check, a tutor check, and a work-based project). A unit review, which also includes a description of related extension courses and resources, concludes the guide. (MN)

DOCUMENT RESUME

ED 273 855 CE 045 139

Industrial Occupations. Education for Employment Task Lists.
Lake County Area Vocational Center, Grayslake, IL.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 86
NOTE- 272p.; For other task lists, see CE 045 137-141.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Auto Body Repairers; *Auto Mechanics; *Building Trades; Carpentry; Computer Oriented Programs; Construction (Process); Electricians; *Electronics; Electronic Technicians; Employment Potential; Job Analysis; *Job Skills; Machine Tool Operators; Machinists; *Manufacturing Industry; Masonry; Matrices; Occupational Clusters; Occupational Information; Plumbing; Postsecondary Education; Program Content; Secondary Education; *Trade and Industrial Education

The duties and tasks found in these task lists form the basis of instructional content for secondary, postsecondary, and adult occupational training programs for industrial occupations. The industrial occupations are divided into eight clusters. The clusters and occupations are: construction cluster (bricklayer, carpenter, building maintenance worker, electrician, maintenance painter, plumber/pipefitter), electronics cluster (computer repair technician, electrical and electronic technician), drafter/computer-aided drafter, transportation cluster (auto mechanic, diesel mechanic), manufacturing cluster (machine tool operator, machinist, tool and die maker, punch press operator, sheet metal worker, combination welder, maintenance repairer, automated manufacturing systems technician), bus driver, truck driver, and auto body repairer. Matrices for each cluster list the duties and tasks and indicate which occupations include that duty or task. Each cluster also includes a list of employability skills that are important for all occupations. (YLB)

DOCUMENT RESUME

ED 273 869 CG 019 333

Halasz, Hisako, Comp.
Anorexia Nervosa/Bulimia. LC Science Tracer Bullet, TB 85-8.
Library of Congress, Washington, D.C.
PUB DATE- Aug 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131) Collected Works - Serials (022)
DESCRIPTORS- *Anorexia Nervosa; *Bulimia; *Eating Habits; Emotional Disturbances; *Health Materials; *Library Materials

This bibliography is intended to help readers locate material on anorexia nervosa and bulimia in the collections of the Library of Congress. A scope note briefly defines the terms "anorexia nervosa" and "bulimia" and discusses similarities and differences between the two eating disorders. Four references are included as introductions to the topic and subject headings used by the Library of Congress, under which books on anorexia nervosa and bulimia can be located. The remainder of the guide lists bibliographic references under the headings of: (1) general texts (11 entries); (2) specialized titles (12 entries); (3) bibliographies (2 entries); (4) biography and self-help books (6 entries); and (5) state-of-the-art reviews and conference proceedings (5 entries). Eight abstracting and indexing services that index relevant journal articles and other literature are listed with suggested terms for searching provided under each service. Four journals that often contain articles relevant to anorexia nervosa and bulimia are listed and a list of seven representative journal articles is included. The guide concludes with a list of seven selected materials available in the Science Reading Room pamphlet boxes and names and addresses of six additional sources of information. (NB)

DOCUMENT RESUME

ED 273 884 CG 019 348

Ozorak, Elizabeth Weiss

The Development of Religious Beliefs and Commitment in Adolescence.

PUB DATE- Aug 86
NOTE- 22p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescent Development; *Adolescents; *Beliefs; Cognitive Development; Existentialism; High Schools; High School Students; *Parent Influence; *Peer Influence; *Religion

Adolescence is a time when formal abstract thought becomes possible, enabling the individual to work through the highest stages of morality. Adolescents' understanding of religion and their commitment to it seem to differ sharply from those of children. It has been proposed that adolescents are likely to change, expand, or abandon their religious beliefs because of parental or peer pressure, cognitive development, or existential anxiety. Early, middle, and late adolescents (N=390) completed a questionnaire assessing family demographics and religious background, beliefs, practices, and experience; existential questioning; and closeness to family and peers. The results indicated that parents' religiousness was positively related to all aspects of adolescent religiousness, but there was little evidence of peer influence on religiousness. Existential questioning was positively associated with beliefs and private religious practices, but not with public religious practices or religious experience. Social aspects of religion appeared to be associated with increased commitment, particularly for subjects with close family ties. There were no significant sex differences in any aspect of religious commitment or change. These findings suggest that adolescents who are close to their parents are likely to adhere to the parents' belief system, even in the face of personal doubts. (Author/NB)

DOCUMENT RESUME

ED 273 898 CG 019 362

Brey, Clare D.
Analyzing the Psychotherapist: Clients' Interpretations of Counselor Nonverbal Behavior.
PUB DATE- Aug 85
NOTE- 31p.; Doctor of Psychology Research Paper, Biola University, California.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Body Language; Communication Skills; *Counseling Techniques; Counselor Characteristics; *Counselor Client Relationship; *Counselor Evaluation; *Nonverbal Communication

Research has shown that a counselor's level of expertise, attractiveness, and facilitativeness may be communicated to the client largely through nonverbal behaviors. A review of the research on counselor nonverbal communication reveals that: (1) counselor nonverbal behavior has been shown to be the basis of determining the presence of facilitative therapeutic conditions; (2) inconsistent counselor verbal and nonverbal messages lower ratings of counselor genuineness and decrease client proxemic behavior; (3) a nonverbally unresponsive counselor can add little to his credibility through verbal interpretations; (4) the effect of nonverbal behavior is influenced strongly by contextual and subjective factors; (5) nonverbal cues play a central role in determining the quality of reflection of feeling responses; (6) directive counselors using much nonverbal behavior may overwhelm clients, whereas increasing amounts of nonverbal activity can enhance the ratings of affective counselors; (7) nonverbal behavior accounts for most of the variance in perceived counselor expertness and attractiveness when compared to use of jargon and formality of attire; and (8) expert nonverbal behavior is consistently more effective in determining client perceptions than is objective evidence of specialized counselor training. Counselors can communicate nonverbally with clients through various arm positions, leg positions, head nodding, smiling, eye contact, leaning forward, and movement. Studies examining the effects of these body positions and movements have revealed that specific nonverbal activity does convey consistent messages which clients regularly decode.

Counselors need to be aware of how their body language is interpreted so that their use of nonverbal behavior will enhance the therapeutic process. A 2-page reference list provides 23 citations. (NB)

DOCUMENT RESUME

ED 273 912 CG 019 377

Computer Pornography and Child Exploitation Prevention Act. Hearing before the Subcommittee on Juvenile Justice of the Committee on the Judiciary. United States Senate, Ninety-Ninth Congress, First Session on S. 1305 (October 1, 1985).

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

REPORT NO.- Senate-Hrg-99-536
PUB DATE- 86
NOTE- 105p.; Serial No. J-99-59.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Child Abuse; *Children; *Child Welfare; *Computers; *Federal Legislation; Hearings; *Pornography; Sexual Abuse
IDENTIFIERS- Congress 99th

The Computer Pornography and Child Exploitation Prevention Act would establish criminal penalties for the transmission by computer of obscene matter, or by computer or other means, of matter pertaining to the sexual exploitation of children. Opening statements by Senators Trible, Denton, Specter, and McConnell are presented. The text of the bill itself is included. Expert testimony is provided by the following witnesses: (1) Lawrence Lippe, Chief, General Litigation and Legal Advice Section, Criminal Division, U.S. Department of Justice; (2) Jack D. Smith, General Counsel, Federal Communications Commission; (3) Henry Hudson, commonwealth's attorney, Arlington, Virginia; (4) Robert J. Humphreys, chief deputy commonwealth's attorney, Virginia Beach, Virginia; (5) Bruce A. Taylor, general counsel, Citizens for Decency Through Law; (6) Paul M. Hartman, U.S. Postal Inspection Service; (7) George Minot, Videotex Industry Association; (8) Thomas S. Warrick, Washington Apple Pi Computer Users' Association; and (9) Barry W. Lynn, legislative counsel, American Civil Liberties Union. Appendices include: a statement of the American Sunbathing Association, Inc.; Gallup Poll results regarding nude sunbathing; The Ohio Revised Code on the illegal use of minors in nudity-oriented material; a letter from the general counsel,

American Council on Education; and a statement from the president of Associated Credit Bureaus, Inc. (ABL)

DOCUMENT RESUME

ED 273 926 CS 008 532

Weaver, Constance
Reading as a Whole-Brain Process: Both Reality and Metaphor.
PUB DATE- 12 May 86
NOTE- 28p.; Paper presented at the International Conference on the Teaching of English (4th, Ottawa, Ontario, Canada, May 11-16, 1986). Funding provided by a Fellowship from Western Michigan University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Brain Hemisphere Functions; Dyslexia; Elementary Secondary Education; *Holistic Approach; *Learning Theories; Reading Difficulties; *Reading Instruction; *Reading Processes; *Reading Research; Theory Practice Relationship

Those to whom teachers are accountable--administrators, parents, and the public--seem to be inclined to ignore the findings of more than 20 years of research into the process of efficient and proficient reading in favor of dehumanized instruction that reduces reading to bits and pieces of skills instruction. They cling to the metaphor of mind as machine, an engine built from smaller to increasingly larger parts. To counteract this dangerous, damaging mechanistic metaphor, educators need to develop new metaphors, in particular metaphors that conceptualize reading as a whole-brain process involving interaction and synchronization between the right and left cerebral hemispheres. This metaphor can be supported not merely by inferences from research into the reading process, but by research on hemispheric and whole brain functioning and, indirectly, by various studies of so-called dyslexia. To promote the more efficient teaching of reading, teachers need to (1) advocate and exemplify in their teaching a holistic approach to reading instruction; (2) investigate techniques and technology for promoting the simultaneous, synchronous use of both brain hemispheres; and (3) capitalize upon the popular interest in hemispheric processing to convey to other educators and to administrators, parents, and the public that reading is a whole brain process. (FL)

DOCUMENT RESUME

ED 273 941 CS 008 559

Balajthy, Ernest; And Others
Introduction to Computers & Introduction to Word Processing: Integrating Content Area Coursework into College Reading/Study Skills Curricula Using Microcomputers.
PUB DATE- Nov 85
NOTE- 18p.; Paper presented at the Conference on Microcomputers and Basic Skills in College (New York, NY, November 22-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; *Computer Assisted Instruction; *Content Area Reading; Curriculum Development; *Curriculum Evaluation; Higher Education; Microcomputers; Reading Improvement; *Reading Research; *Remedial Reading; Vocabulary Development; Word Processing

A study examined the planning, implementation, and evaluation of a curriculum designed to teach 60 college level developmental reading students to use microcomputers (Apple) as learning tools and to improve their content area reading ability. The textbook from a biology course in which all but three of the subjects were enrolled was the source for development of vocabulary and reading exercises used in the study. The microcomputer aspect of the course consisted of (1) training in use of the computer as a learning tool, (2) personalized microcomputer vocabulary development, (3) evaluation of effectiveness of microcomputerized content vocabulary drill programs, and (4) speed reading and comprehension drills. Initial training in the use of the computer appeared to be satisfactory for success in the class assignments. The subsequent word processing lecture/demonstration proved disappointing--only two of the subjects began immediately to learn to use the word processor, largely due to mid-term demands on student time. The results of the vocabulary development indicated that instruction in the mechanics of operation must occur as closely as possible to the time of actual performance of those mechanics, as those who received the lecture two days earlier required constant monitoring and had several false starts or were found to have typed incorrectly large amounts of text. (HTH)

DOCUMENT RESUME

ED 273 955 CS 209 950

High School English: A Process for Curriculum Development.
Michigan State Univ., East Lansing. Dept. of English.
PUB DATE- 85
NOTE- 69p.; Prepared by the Committee on the High School English Curriculum.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; *Curriculum Evaluation; Curriculum Guides; Educational Assessment; Educational Attitudes: Educational Philosophy; *Educational Resources; Elective Courses; *English Curriculum; High Schools; Needs Assessment; Resource Units; *Secondary School Curriculum; Thematic Approach

Described as an "action" document, this guide for the development of high school English programs emphasizes the processes of curriculum development, rather than the product, and strongly advocates local control over curriculum development. Part I suggests the following five-step procedure for developing new curricula and for revising/updating existing curricula: (1) reconnaissance and needs assessment; (2) stating philosophy and essentials of English; (3) English curriculum planning; (4) implementation; and (5) assessment. Part II presents model English curricula based on current thinking about the nature of English studies including an "umbrella" curriculum and three sample English curricula--grade level English, elective English, and thematic English. Comprising half of the guide, Part III provides eleven resources and statements helpful to English curriculum planners: incentives for excellence, curriculum aims, essentials of English, literacy statements for Michigan, English as a second language in the high school English curriculum, a synopsis on minority groups, centers for excellence, questions for curriculum evaluation, selecting instructional materials, MCTE (Michigan Council of Teachers of English) writing awards application, and conditions and strategies for effective curriculum change. (JD)

DOCUMENT RESUME

ED 273 969 CS 210 017

Donlan, Dan; And Others
The Effect of Ambiguity on the Situational Anxiety of Writing Teachers Attending a Summer Workshop.
PUB DATE- 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Ambiguity; Elementary Secondary Education; *Inservice Teacher Education; *Teacher Workshops; *Writing Apprehension; Writing Evaluation; Writing Exercises; Writing Improvement; Writing Processes; Writing Research

A study investigated the effect of ambiguity on the level of writing apprehension of English teachers and whether apprehension varied according to mode of discourse. Subjects, 28 English language arts teachers, were invited to participate in a 5-week summer writing workshop, for which they received university credit and stipends. Participants were screened on the basis of exemplary teaching, writing ability, and interpersonal skills, and completed the Writing Apprehension Test at the beginning of the project. Teachers were required to produce six writing assignments, three of which were presented in an ambiguous manner, and three of which were presented unambiguously. Immediately following the submission of each paper, the teachers completed a 12-statement attitude scale to measure apprehension on the previously submitted writing assignment. Results showed that ambiguity affected low apprehensive writers slightly more than it did high apprehensive writers. In addition, apprehension tended to remain more constant across modes of discourse with high apprehensive writers than with low apprehensive writers. Finally, practice seemed to have no measurable effect on levels of apprehension. (DF)

DOCUMENT RESUME

ED 273 984 CS 210 065

Proett, Jackie; Gill, Kent
The Writing Process in Action: A Handbook for Teachers.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-5872-2
PUB DATE- 86
NOTE- 62p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 58722, $5.00 member, $6.00 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Elementary Secondary Education; Instructional Materials; Prewriting; Revision (Written Composition); *Teaching Methods; Theories; Writing Exercises; Writing for Publication; *Writing Instruction; *Writing Processes
IDENTIFIERS- Audience Awareness

Intended for English teachers early in their careers and for teachers retraining to teach English, and applicable to English/language arts classrooms across all grade levels, this guide offers practices drawn from classroom experience and from writing project experience that implement a tenable, successful theory of learning to write. The introductory section to the guidebook discusses traditional theories about how students learn to write, writing as a process and as rhetorical choice, and the multiple functions of writing, and lists the premises about writing instruction upon which this manual is based. The first section focuses on prewriting activities such as logs, brainstorming, outlining, and oral activities; while activities in the second section concern various aspects of the writing process, including fluency and decision-making in writing, choices of rhetorical stance and content, and organizational patterns. The activities in the third section center on revision, proofreading, and evaluation after writing; while those in the fourth section present ways to highlight student writing to give classroom writing a realism usually lacking. Activities presented in the fifth section stress writing to learn in the content areas, and include writing to learn and writing to test learning. The last section of the guidebook is a source file for teachers and includes variations on book reports, composition activities, sample editing and response forms, journal starters, and framing patterns. (HTH)

DOCUMENT RESUME

ED 273 998 CS 505 354

Perry, David K.
Implications of a Contextualist Approach to Media-Effects Research.
PUB DATE- May 86
NOTE- 32p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Epistemology; *Mass Media; *Mass Media Effects; *Media Research; *Research Methodology; Social Psychology; Theories
IDENTIFIERS- *Contextualism; *McGuire (William)

Scientific researchers traditionally have held that the use of data represents a test of hypotheses or theories. Social psychologist William McGuire has developed a contrary position, arguing that instead of testing hypotheses and theories, research merely specifies their limitations, generality, and assumptions. McGuire's contextualism suggests that all hypotheses and theories, even contradictory ones, are both true and false in different situations. Such an approach implies a partial resolution to the empirical/humanistic debate over mass media effects research. As an empiricist, McGuire maintains that data are needed to evaluate theory; as a humanist, he holds that data do not represent the only source of knowledge. Mass media researchers have long used strategies consistent with contextualism, and it does not necessarily imply numerous and dramatic changes in methods of those who have recognized the transitional and processual nature of mass communication. It does suggest relatively profound changes in the interpretations researchers place on empirical evidence, however. Because of the complexity of social phenomena, time and space often will limit the applicability of research findings. Therefore, researchers of media effects should exercise caution in the answers they offer to questions of applied social importance. A 7-page reference list is appended. (FL)

DOCUMENT RESUME

ED 274 011 CS 505 372

Crawford, Lyall
Fighting to Get Closer: An Observational Study of Conflict in a Commune.
PUB DATE- 86
NOTE- 49p.; Paper presented at the Annual Meeting of the Eastern Communication Association (77th, Atlantic City, NJ, April 30-May 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; Behavior Patterns; *Collective Settlements; *Communication Research; Conflict; Cultural Influences; Group Experience; Intercultural Communication; *Interpersonal Communication; Philosophy; Religion; *Taoism
IDENTIFIERS- *Communicator Style

The result of 6 months' observation of an American Taoist commune, this paper examines and interprets two episodes of confrontation, involving the persistently antagonistic Chinese director of the commune and one or more members, as a way of making sense of commune culture. The paper first examines the assumptions and values with which the researcher entered the commune, and why this was an important study of intercultural communication. It then discusses the researcher's methods of observation and how his participant/observer status affected his observations. Next, the paper explains briefly the analysis of the resulting field notes to identify behavioral patterns and interpretive themes. Descriptions are then given of the director's background, the commune and its financial status, and of the most prominent commune members. Two episodes of confrontation, representative of the more than 68 observed, are then described--one involving the director and a visitor, the other involving the director, his female "second in command," and a second woman who intervened in defense of the first woman. The paper then uses the framework of organizational culture to illustrate an extrinsic (explanations/interpretations deriving from existing theory) approach for interpreting the director's aggressive communication style. This section also explores the "performance" aspect of the director's behavior. Next, the paper examines the intrinsic (explanations/interpretations emerging from the social setting) factors for interpreting the confrontations, and seven explicit reasons the director used to support his encouragement of negative expression, aggression, and confrontation among the membership. In a section of concluding remarks, the paper notes that the commune was simply part of a larger social scene, although more intense. It also notes that while the high incidence of confrontation was surprising and at odds with the quietist principles of Tao, there was no "holier than thou" atmosphere, and the "fighting to get closer" philosophy appeared to succeed. (HTH)

DOCUMENT RESUME

EA

ED 274 025 EA 018 706

Atkinson, Tom; Sussman, Susan
Alternative Futures for Ontario Schools and Some Implications for Performance Appraisal Systems. Professionalism in Schools Series.
Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-1221-1
PUB DATE- 86
NOTE- 243p.
AVAILABLE FROM- Publication Sales, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6 Canada. Appendices are available only on microfiche.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Curriculum Development; *Demography; *Educational Change; Educational Finance; *Educational Trends; Elementary Secondary Education; *Enrollment Projections; Foreign Countries; Government School Relationship; Long Range Planning; Needs Assessment; Prediction; School Community Relationship; Statistical Analysis; Student School Relationship; *Teacher Evaluation; Teacher Role
IDENTIFIERS- *Ontario

This report forecasts changes in the education system of the province of Ontario to assist educators responsible for managing changes in the next decade. The report is arranged in three sections, each accompanied by tables and figures. Section 1, "Quantitative Perspectives on the Future of Ontario School Boards through 1996," by Tom Atkinson and Helen Monk, details the analysis of quantitative trend data related to student enrollments, the supply of and demand for educational personnel, and education financing. Section 2, "Great Expectations/Great Disappointments: Expert Views of the Education System of Ontario: 1984-1996," by Susan Sussman, provides a synthesis of opinions by more than 50 leaders on changing demands on the education system and the system's most likely responses in the areas of role expectations and instructional content and organization. Section 3, "Some Implications of the Data on Futures of Education for Purposes to Be Served by Performance-Appraisal Systems through 1996," by Tom Atkinson and Susan Sussman, examines ways in which the changing educational context described in the first two sections may affect requirements for the development of mechanisms to appraise performance of certified education staff in Ontario schools. Forty-seven tables and 58 figures are included. (CJH)

DOCUMENT RESUME

ED 274 038 EA 018 794

Turner, C. M.
Organisational Climate: Fact or Fantasy? Coombe Lodge Working Paper. Information Bank Number 1848.
Further Education Staff Coll., Blagdon (England).
PUB DATE- Jan 84
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Informal Organization; Job Satisfaction; *Measurement Techniques; *Organizational Climate; *Quality of Working Life; *Work Environment
IDENTIFIERS- *Likert Scales

Organizational climate refers to workers' perceptions that a given workplace possesses a distinctive atmosphere. Managers appreciate the behavioral implications of this concept, assuming staff performance or well-being might be improved by managing the climate. Attempts to manipulate organizational climate have generally been unsuccessful, and the theory itself contains awkward contradictions. This paper carefully defines organizational climate, discusses attempts to create measures for the concept, and explores major difficulties and future research directions. While some instruments proved adequate for the institutions they were designed for, no one has developed a climate inventory with high reliability and validity across many types of organizations. Other validity problems are the following: (1) no relationship between climate and performance has been proven; (2) scant correlation between perceptual and objective measures exists; (3) climate inventories may measure individual, not organizational perceptions; and (4) job satisfaction measures and climate measures often overlap. New studies of climate and technology, physical environment, objective work environment measures, and group norms may prove rewarding. An extensive appendix describes three climate indexes for school use, highlighting measurement inadequacy. Evidence does show a positive correlation between student achievement and school environment. Included are 39 references. (MLH)

DOCUMENT RESUME

ED 274 052 EA 018 812

Farmer, Ernest
Improving School Bus Driver Performance.
AAA Foundation for Traffic Safety, Falls Church, Va.
PUB DATE- May 85
NOTE- 42p.
AVAILABLE FROM- Publications, AAA Foundation for Traffic Safety, 8111 Gatehouse Road, Falls Church, VA 22047.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Bus Transportation; *Driver Education; Elementary Secondary Education; *Employee Responsibility; Equipment Maintenance; Equipment Standards; Legal Responsibility; Performance Factors; Safety Education; Safety Equipment; *School Buses; School Responsibility; Traffic Control
IDENTIFIERS- *Bus Drivers

This reference source is intended to assist the school bus driver training instructor in course preparation. Instructional units for program planning each contain pertinent course questions, a summary, and evaluation questions. Unit 1, "Introduction to the School Bus Driver Training Program," focuses on basic course objectives and requirements and on employment certification requirements. Unit 2, "The School Bus Driver," discusses necessary physical, emotional, and character qualities of the driver. Unit 3, "Responsibilities of the School Bus Driver," presents traditional responsibilities and equipment-related responsibilities. Unit 4, "Human Relations," focuses on driver relationships with pupils, parents, and administration. Unit 5, "Emergency Procedures," offers methods for responding to accidents and treatment of injuries. Unit 6, "Traffic Laws, Signs, and Signals," discusses general state practices, including pre-trip inspection and operational procedures. Unit 8, "School Bus Maintenance," stresses conservation procedures such as tire and engine care; also discussed is detection of mechanical deficiencies, bus cleaning, and pre-trip inspection. Unit 9, "Transporting the Handicapped Child," considers the relationship of the Education for All Handicapped Children Act to school transportation policy and practice. Driver

responsibilities and types of handicapping conditions are discussed. (CJH)

DOCUMENT RESUME

ED 274 066 EA 018 826

Odden, Allan; And Others
Causal Linkages of Local School Variables Associated with Successful Implementation of State Education Improvement Programs.
Education Commission of the States, Denver, Colo.
SPONS. AGENCY- Department of Education, Washington, DC.; Spencer Foundation, Chicago, Ill.
PUB DATE- Apr 86
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). Diagrams have small print.
CONTRACT- 400-83-0028
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Educational Change; *Educational Improvement; Elementary Secondary Education; Government Role; Organizational Effectiveness; *Program Implementation; School Districts; *State Programs

Through programs aimed at enhancing educational effectiveness, states can play important and substantive roles in helping local schools, students, teachers, and principals improve, according to the study "State Strategies to Support Local School Improvement: Cross Site Analysis." The study identifies the key elements of the local change process that improve the skills of teachers and principals and transform schools into effective organizations. These key elements and their sequencing and linkages form a general implementation structure that schools can adopt for their own implementation efforts. The research used a case study approach to analyze data from 10 states and about 40 schools between 1983 and 1985. The study sought to identify effective state school improvement strategies, the conditions under which state strategies work effectively at the local level, and the methods by which effective strategies work. The effects of the state environment, the local environment, the state program, the local program, and program outcomes were examined. The state programs studied involved both instructional improvement programs and schoolwide improvement programs. This report reviews state and local environmental factors affecting success, then identifies influential variables at four stages of the implementation process: initiation, initial implementation, complete implementation, and institutionalization. The causal network in all four stages is presented in diagram form. (PGD)

DOCUMENT RESUME

ED 274 080 EA 018 843

Streich, William H.
Public School Curriculum Improvement through Participatory Evaluation.
PUB DATE- Apr 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Boards of Education; *Curriculum Development; *Curriculum Evaluation; Elementary Secondary Education; Evaluation Utilization; Participation; Participative Decision Making; *Public Education; School Districts
IDENTIFIERS- *Participatory Evaluation

Participatory curriculum evaluation can be a powerful force for curriculum improvement in local school districts. The evaluation process contains nine steps: (1) the curriculum area needing evaluation is identified; (2) the local board of education organizes an evaluation committee reflecting school communities or neighborhoods, organizational levels of administrators and teachers, and differing points of view about the subject, as well as the full range of constituencies served; (3) questions about the current program are raised in brainstorming sessions; (4) the research design is formulated; (5) instruments are developed and data are collected; (6) the data are analyzed; (7) recommendations and action plans are developed based on the findings; (8) the evaluation report is submitted to the board of education for approval; and (9) program recommendations are implemented. Examples of participatory evaluation in action are provided in this document, and the value of the participatory nature of the process as indicated in the literature is underscored. (PGD)

DOCUMENT RESUME

ED 274 094 EA 018 858

Macpherson, R. J. S.
Towards Cultural, Critical and Multi-Disciplinary Policy Research in New Zealand Education.
PUB DATE- 6 Sep 86
NOTE- 28p.; Paper presented at the Annual Conference of the Centre for Social and Cultural Studies (3rd, Armidale, New South Wales, Australia, September 5-7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Researchers; Educational Theories; Elementary Secondary Education; Foreign Countries; Higher Education; Intellectual Disciplines; *Interdisciplinary Approach; *Organizational Theories; *Policy Formation; *Politics of Education; Qualitative Research; Research Methodology; Research Needs
IDENTIFIERS- *New Zealand

Policymaking is a subjective, cultural, and intellectually complex activity in a democracy and should be researched with the multidisciplinary approach. This paper focuses on theoretical implications of the multidisciplinary approach and on its opposing position, the structural-functional approach, in educational policy research. The paper briefly considers theoretical applications in New Zealand and in higher education. Educational policy is a contested cultural artifact of organization, and its analysis should therefore involve a range of disciplines. Education is a major electoral issue in New Zealand, which has called public attention to policy formation. The claims to truth behind such systemic terms as "a policy" and "the structure" comprise the current administrative elite's conceptual strategy. The traditional structural-functional explanatory approach to administrative phenomena justifies foundational ways of bureaucratic organization and culturally excludes individual subjective experience. Policy researchers should first understand the varying interpretations of the nature of organized social reality and should then explore education functioning as a means of policy implementation. The overdue research agendas have substantial implications for higher education as well. Educational policy research will function to identify ideologies evident in policy practices and outcomes. Over 40 references are appended. (CJH)

DOCUMENT RESUME

ED 274 108 EA 018 889

Johnson, Susan Moore; And Others
Teacher Unions, School Staffing, and Reform.
Harvard Univ., Cambridge, Mass. Graduate School of Education.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Oct 85
NOTE- 134p.
GRANT- NIE-G-83-005
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrative Policy; *Board of Education Policy; *Collective Bargaining; *Educational Change; Elementary Secondary Education; Labor Relations; *Personnel Policy; Scope of Bargaining; Seniority; *Staff Utilization; Teacher Administrator Relationship; Teacher Evaluation; Teacher Placement; Teaching Conditions; *Unions

To clarify the role of collective bargaining in defining and reforming local school district staffing policies, an analysis was made of 144 teacher contracts gathered from a stratified, random sample of districts. In five of these districts, selected for their diversity on a number of variables (state, region, size, labor history, contract, and union affiliation), documents were analyzed, offices and schools visited, and interviews conducted with 187 teachers, principals, union leaders, and central office administrators. The analysis of contract contents suggests that (1) collective bargaining agreements are neither as comprehensive nor prescriptive as some might believe; (2) much contract language about staffing specifies the prerogatives of management; (3) in some cases, contract language increased the standards of staffing beyond those prescribed by state law; (4) seniority was less prominent than expected; and (5) principals' rights to manage the staffing of their schools were not clearly defined by contract. Studying reform in the five sample districts revealed that districts with a history of cooperative relationships dealt more successfully with initiatives for change. Proposals more likely to be adopted were those with local origins and support for more time for instruction, more stability for schools, and more instructional autonomy for teachers. (MLF)

EC

DOCUMENT RESUME

ED 274 121 EC 190 294

Valett, Robert E.
LAMP: 100+ Systematic Exercise Lessons for Developing Linguistic Auditory Memory Patterns in Beginning Readers.
PUB DATE- 80
NOTE- 229p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Auditory Discrimination; Elementary Education; *Language Acquisition; *Language Handicaps; Learning Activities; *Learning Disabilities; Lesson Plans; *Linguistic Competence; Memory; Sequential Learning
IDENTIFIERS- *Linguistic Auditory Memory Patterns

Research findings on auditory sequencing and auditory blending and fusion, auditory-visual integration, and language patterns are presented in support of the Linguistic Auditory Memory Patterns (LAMP) program. LAMP consists of 100 developmental lessons for young students with learning disabilities or language problems. The lessons are included in this document and contain sequential exercises on the following five levels: (1) sequencing letter and alphabet symbols; (2) common action words; (3) initial consonant patterns; (4) complex word patterns; and (5) rhymes and jingles. The exercises are based on the rationale that the acquisition of linguistic auditory memory patterns are intrinsic components of the reading process. The LAMP exercises first require the student to listen carefully and make kinesthetic contact with the symbol sequences to be learned. Through repeated systematic rhythmic imitation, finger tracing and verbalization, the student begins to feel and acquire the pattern. Then copying, writing, visualization, and chalk board activities are gradually introduced to reinforce learning and retention. The manual suggests that these LAMP exercises should at first be used to supplement the total program, and, as students progress, that other activities be introduced to supplement the LAMP exercises. Two appendices contain instructions for a set of alphabet card exercises (with card samples), and a list of supplementary resource materials. Forty-five references are also provided. (CB)

ED 273 742 CE 041 738

Reeves, Jo Ann
A Guide for Home Furnishings Marketing (Softlines).
Texas Univ., Austin. Extension Instruction and Materials Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 84
NOTE- 59p.
AVAILABLE FROM- Extension Instruction and Materials Center, P.O. Box 7218, University of Texas, Austin, TX 78713-7218 (Stock No. DE 331 S).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Business Administration; *Business Education; Business Skills; Career Planning; Distributive Education; Employment Opportunities; Employment Qualifications; *Entrepreneurship; *Home Furnishings; Individualized Instruction; Job Skills; Learning Activities; *Marketing; *Merchandising; Postsecondary Education; Secondary Education; Self Evaluation (Individuals); Service Occupations; Small Businesses

This publication, one of a series of self-contained instructional materials for students in marketing and distribution, deals with home furnishings marketing. Addressed in the individual units of the guide are the following topics: the field of home furnishings merchandising, beginning duties and responsibilities, competencies needed by individuals merchandising home furnishings, organization of learning experiences to master merchandising skills, evaluation and improvement of merchandising skills, career qualifications and opportunities, and competencies and opportunities for successful entrepreneurs. Each unit contains some or all of the following: unit objectives, instructional text, notes, questions, and suggested projects. Answers to the questions can be found in the appended "Home Furnishings Marketing Answer Book." (MN)

ED 273 771 CE 044 922

Barnes, Martha; And Others
Reading. Intermediate Supplemental Exercises. Courses 501-603.
Chicago City Colleges, IL. Chicago Urban Skills Inst.
PUB DATE- 83
NOTE- 130p.; For the intermediate level curriculum guide, see CE 044 919. For the reading exercise book for grades 7-8, see CE 044 923.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Basic Education; Alphabetizing Skills; Content Area Reading; Context Clues; Definitions; Dictionaries; Learning Activities; *Reading; Test Wiseness; *Vocabulary

This book of supplemental exercises is one of a series of books designed to provide educational materials in addition to the instructional texts in the Adult Learning Skills Program. Exercises in this intermediate level book are for the reading subject area. Course numbers and exercise topics are: 501 (simple context clues, vocabulary related to geography, synonyms, appropriate title, maps), 502 (vocabulary related to civics, antonyms, main idea, charts, graphs), 503 (vocabulary related to current events, homonyms, major and minor details), 601 (complex context clues, vocabulary related to world history, main idea and supporting details), 602 (prefixes, suffixes, and roots; vocabulary related to Illinois and U.S. history, sequence), and 603 (dictionary skills, test-taking techniques). A review is also provided for courses 501-603. (YLB)

ED 273 785 CE 044 960

Entrepreneurship Training in Vocational Education.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- 86
NOTE- 105p.; Adapted from a publication developed by Arizona Marketing and Distributive Education, Arizona Department of Education.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; *Business Administration; *Business Education; Curriculum Guides; *Entrepreneurship; Instructional Materials; Learning Activities; *Marketing; Secondary Education; *Small Businesses

This guide on entrepreneurship is designed for use as a unit within an existing course. The unit is best used as individualized instruction, although small groups could be used; class discussions should precede individual work. Material is organized into six parts: entrepreneurship as a career, legal considerations of entrepreneurship, selecting a location, getting the enterprise started, marketing strategy, and a capstone activity, "Starting Your Own Business." Each unit contains a teacher instruction sheet that presents competencies, a description of the unit, items for duplication, recommended evaluation, and a listing of suggested supplementary resources. These types of student materials suitable for reproduction are included: instruction sheet with competencies, information sheets, activities, and capstone activities. A unit test and answer keys as appropriate for the test and activities are provided. A list of resources is appended. (YLB)

ED 273 799 CE 045 004

Thomson, Peter
Student Assessment: A Handbook for TAFE Teachers.
TAFE National Centre for Research and Development, Payneham (Australia).

REPORT NO.- ISBN-0-17-006896-X
PUB DATE- 86
NOTE- 166p.
AVAILABLE FROM- Nelson Wadsworth, 480 La Trobe Street, Melbourne, Victoria 3000, Australia ($14.95 Australian).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Achievement Tests; Adult Education; College Students; Continuing Education; Criterion Referenced Tests; *Educational Assessment; Educational Diagnosis; *Evaluation Methods; Postsecondary Education; *Student Evaluation; Teacher Made Tests; Technical Education; Test Construction; *Test Interpretation; Test Reliability; *Test Theory; *Test Use; Test Validity; Vocational Education
IDENTIFIERS- *Australia

This handbook was designed to help Australian technical, adult, and further education (TAFE) teachers, especially those in vocational education areas, to assess and evaluate students. The guide contains seven chapters, each written so it can stand alone. At the beginning of each chapter is an explanation of what is to follow and a statement of the objectives that the chapter aims to cover. Chapters conclude with self-assessment exercises for readers and, where appropriate, suggested answers to the exercises are provided. The guide covers the following subjects: introduction to assessment, objectives of assessment, types of questions, test specifications, item analysis, validity and reliability of assessment instruments, and reporting results. Numerous examples are given throughout the chapters. (RC)

ED 273 812 CE 045 030

Harvey, Dexter; Cap, Orest

Social Aspects of Aging. Module A-4. Block A. Basic Knowledge of the Aging Process.

Manitoba Univ., Winnipeg. Faculty of Education.
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- 86
NOTE- 37p.; For related documents, see CE 045 027-037.
GRANT- 6553-2-45
AVAILABLE FROM- Faculty of Education, University of Manitoba, Winnipeg, Manitoba, Canada R3T 2N2.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Programs; Age Discrimination; *Aging (Individuals); Behavioral Objectives; Demography; Gerontology; *Human Services; Learning Modules; *Older Adults; *Service Occupations; *Social Influences; Social Services; *Staff Development; Status; Stereotypes

This instructional module on social aspects of aging is one in a block of 10 modules designed to provide the human services worker who works with older adults with basic information regarding the aging process. An introduction provides an overview of the module content. A listing of general objectives follows. Four sections present informative material on each of the four objectives. Topics are demographics, knowing and treating older adults as real people, alternative views of how older adults can or should age successfully, and changing roles of older adults in today's society and the history or forces behind these changes. Other contents include a summary and listings of selected readings and additional resources. (YLB)

ED 273 827 CE 045 064

Emergency Medical Services Instructor Training Program. A National Standard Curriculum. Student Study Guide.

National Highway Traffic Safety Administration (DOT), Washington, D. C.

PUB DATE- 86
NOTE- 69p.; For related course guide and lesson plans, see CE 045 062-063.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Adult Educators; Adult Learning; *Allied Health Occupations Education; *Emergency Squad Personnel; First Aid; Medical Services; Study Guides; *Teaching Methods; Vocational Education

This student study guide is one of three documents in the emergency medical services (EMS) instructor training program. This study guide is designed as a training aid for the student. It provides an overview of the objectives and content of each course lesson and includes study suggestions to aid trainees in achieving course objectives. The training course covers all instructional techniques currently considered to be within the responsibilities of an entry-level EMS instructor. The course consists of 12 lessons involving 40 hours of instruction and participation. Lessons are principles of adult learning, student learning styles, development and utilization of instructional objectives, preparing and using lesson plans, preparation and use of instructional aids, class participation techniques, mini presentation one, practical skill instruction, providing student feedback, evaluating student performance, mini presentation two, and orientation to Department of Transportation/National Highway Traffic Safety format and materials. Appendixes include a 45-item listing of selected references on instruction and learning and handouts and worksheets pertinent to some of the lessons. (YLB)

ED 273 842 CE 045 084

Clelland, Alastair

Cost Centres. Supervising. Economic and Financial Aspects. The Choice Series #75. A Self Learning Opportunity.

Northern Regional Management Centre, Washington (England).

SPONS. AGENCY- Manpower Services Commission, London (England).

REPORT NO.- ISBN-0-948023-72-4

PUB DATE- 85

NOTE- 86p.; For related documents, see ED 266 310-312, ED 268 236-263, ED 270 592-593, ED 271 586-590, and CE 045 082-084.

AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington Town Centre, Washington, Tyne & Wear, England NE38 7ST ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)

DESCRIPTORS- Adult Education; Behavioral Objectives; Budgeting; Check Lists; *Cost Estimates; Distance Education; Learning Activities; Money Management; *Operating Expenses; Postsecondary Education; *Supervisory Methods; *Supervisory Training; *Unit Costs

This student guide is intended to assist persons employed as supervisors in improving their economics and financial management skills. Discussed in the first three sections are the following topics: costs and cost centers (cost information and decisions; costs; cost statements, units, centers, and codes); cost centers and the supervisor (techniques of product costing and the relationship between cost centers and material and labor costs); and cost centers and overheads (overheads and allocation, apportionment, and transfer of overheads). Each of these sections contains an introduction, sections of instructional text that are interspersed with reinforcing learning activities, and a section summary. The fourth part of the guide includes a series of performance checks (an end check, a tutor check, and a work-based project). A unit review, which also includes a description of related extension courses and resources, concludes the guide. (MN)

ED 273 856 CE 045 140

Business, Marketing and Management Occupations. Education for Employment Task Lists.

Lake County Area Vocational Center, Grayslake, IL.

SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 86
NOTE- 167p.; For other task lists, see CE 045 137-141.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; Adult Education; Bookkeeping; Business Administration; Business Education; *Clerical Workers; Data Processing; Employment Potential; Entrepreneurship; Job Analysis; *Job Skills; *Marketing; Matrices; Occupational Clusters; Occupational Information; *Office Occupations Education; Postsecondary Education; Program Content; *Sales Workers; Secondary Education; *Secretaries; Small Businesses; Word Processing

The duties and tasks found in these task lists form the basis of instructional content for secondary, postsecondary, and adult occupational training programs for business, marketing, and management occupations. The business, marketing, and management occupations are divided into eight clusters. The clusters and occupations are: accounting-bookkeeping cluster (bookkeeper, bookkeeper-machine operator, payroll clerk, payroll clerk--data processing, accounting clerk, accounting clerk--data processing), computer operation and programming cluster (terminal operator, computer operator), information processing cluster (word processor, information specialist, accounting clerk--data processing, terminal operator, payroll clerk--data processing), secretarial cluster (stenographer, secretary, legal secretary, medical secretary), general office clerk cluster (receptionist, typist), product-oriented marketing cluster (sales clerk, salesperson, stock clerk--self-service store, cashier, cashier/checker), service-oriented cluster (teller), and business ownership/management cluster (small business owner/operator). Matrices for each cluster list the duties and tasks and indicate which occupations include that duty or task. Each cluster also includes a list of employability skills that are important for all occupations. (YLB)

Compilation of the Older Americans Act of 1965 and Related Provisions of Law as Amended through September 30, 1985. Prepared for Use by the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 1 Jan 86
NOTE- 83p.; Serial No. 99-H.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Age Discrimination; Aging (Individuals); *Federal Legislation; *Older Adults; *Program Development; *Social Services
IDENTIFIERS- Congress 99th; *Older Americans Act 1965

Included in this document are the texts of the Older Americans Act of 1965, the Older Americans Act Amendments of 1984, the Older Americans Amendments of 1975, and the Comprehensive Older Americans Act Amendments of 1978. The text of the Older Americans Act of 1965 contains seven titles: (1) Declaration of Objectives and Definitions; (2) Administration on Aging; (3) Grants for State and Community Programs on Aging; (4) Training, Research, and Discretionary Projects and Programs; (5) Community Service Employment for Older Americans; (6) Grants for Indian Tribes; and (7) Older Americans Personal Health Education and Training Program. The Older Americans Act Amendments of 1984 is presented as an act to extend the authorization of appropriations for, and to revise the Older Americans Act of 1965. The Older Americans Amendments of 1975 is presented as an act to amend the Older American Act of 1965 to establish certain social services programs for older Americans and to extend the authorizations of appropriations contained in that Act, to prohibit discrimination on the basis of age, and for other purposes. The Comprehensive Older Americans Act Amendments of 1978 is presented as an act to amend the Older Americans Act of 1965 to provide for improved programs for older persons, and for other persons. (NB)

ED 273 885 CG 019 349

Kemp, Donna R.; And Others
Women as Child Abusers: Indicators, Treatment, and Policy Directions.
PUB DATE- May 86
NOTE- 21p.; Paper presented at the Annual Meeting of the American Public Health Association (113th, Washington, DC, November 17-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavior Patterns; *Child Abuse; Counseling Effectiveness; *Counseling Techniques; *Females; *High Risk Persons; Individual Counseling; Parenting Skills; *Prevention

Child abuse is a major problem in the United States. Policy concerning child abuse involves a criminal justice approach, a treatment approach, and a prevention approach. Prevention programs have focused on identifying and serving high-risk groups and on preventive education. A study was conducted to examine issues related to child abuse. Four groups of women were studied. Women (N=10) in group 1 had been court-ordered to counseling for child abuse, or endangerment, and were referred to a women's counseling group. Group 2 women (N=14), also court-ordered to counseling, were referred to a parenting class. Group 3 women (N=11) were voluntary clients in individual counseling. Group 4 women (N=12) received no counseling and served as a control group. All subjects completed a questionnaire designed to provide a profile of the subjects. Three findings are of particular interest: (1) on questions concerning abuse, there appeared to be a consistent pattern of statistical significance for the women's counseling group, followed in order by the voluntary group, the parenting group, and the control group; (2) some data of clear significance about teenage mothers appeared evident, supporting literature on the negative long-term effects of teenage pregnancy; and (3) the findings support the general literature concerning indicators regarding child abuse. The findings also support the need for prevention programs to prevent long-term and intergenerational effects of abuse and the use of intensive group counseling as a treatment approach. A 46-item reference list is appended. (NB)

ED 273 899 CG 019 363

Steward, John Lawrence
Non-Behavioral Approaches to Paraprofessional Training for Parents.
PUB DATE- Feb 86
NOTE- 66p.; Doctor of Psychology Research Paper, Biola University, California.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Child Psychology; *Counseling Effectiveness; Evaluation Criteria; Family Counseling; Models; *Paraprofessional Personnel; *Parent Child Relationship; *Parent Education; Parenting Skills; Parent Role; *Play Therapy
IDENTIFIERS- *Family Systems Theory; Nonbehavioral Therapy; *Rogers (Carl)

Nonbehavioral models to child therapy that attempt to train parents as paraprofessionals primarily follow Rogerian or family systems approaches. Filial Therapy (Guerney, 1964) represents the most purely Rogerian mode and trains parents exclusively in Rogerian techniques in the context of play therapy. Other Rogerian models have been developed with procedural differences. Nickerson's (1973) use of art involves differences in therapeutic medium. Kraft's (1973) didactic approach alters both length of treatment and program structure. Ginott's (1961) group play therapy approach with children only indirectly includes the parents in a guidance group, while Ginsberg (1976) uses filial therapy in a group format. Both of these approaches employ differences in treatment context. There are four models which combine Rogerian and family systems approaches. Hornsby and Applebaum (1978) apply both approaches to treat parents and the child. Safer (1965) developed a conjoint play therapy approach with high therapist involvement in parent-child sessions. Resnick's (1976) approach focuses on meta-communication, and Gordon's (1970) Parent Effectiveness Training uses a didactic approach with the parents. These nine approaches can be evaluated by examining paraprofessional advantages, general therapy characteristics, population characteristics, contraindication for treatment, and research evidence of effectiveness. Although valid and reliable empirical evidence is scarce, it appears that all of the models are promising and may be quite effective if employed in specific circumstances with the most appropriate populations. The paper concludes with a three-page list of references. (NB)

ED 273 913 CG 019 378

Rounds, James B; And Others

Social Support, Stress, and Adjustment to Spinal Cord Injury.

PUB DATE- Aug 86
NOTE- 29p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Role; Deinstitutionalization (of Disabled); *Disabilities; *Emotional Adjustment; *Individual Needs; *Social Support Groups; *Stress Variables
IDENTIFIERS- *Spinal Cord Injuries

Social support has been considered an important coping resource moderating the stress associated with physical illness and disability. The role of social support as a buffering agent for stressful life events inherent in physical illness and disability was examined in 78 individuals with spinal cord injury, residing in community settings in Upstate New York. Subjects were administered the Interpersonal Support Evaluation List (ISEL); the Critical Life Events Questionnaire; and two adjustment measures, the Beck Depression Inventory and the SCI Adjustment Scale. The ISEL was factor analyzed to provide a support specific measure. Overall, six indices of stress were developed. One index assessed global stress and one assessed stress specific to spinal injuries. The remaining four indices measured support-specific stressors corresponding to the four functions of social support (tangible, appraisal, belonging, self-esteem). A total of 14 combinations of stress indices and social support scales were regressed onto the two adjustment measures, resulting in 28 regression equations. Significant interactions were found for instrumental forms of support (tangible and appraisal) while emotional forms of social support (belonging and self-esteem) were found to have a direct impact on adjustment. Scales including general stressors not specific to disability yielded more stress buffering effects. These results suggest important clinical and theoretical directions for future explorations of the structure and role of social support and its interactive nature with stressful events experienced by individuals with spinal cord injuries who live in the community. (Author/NB)

Warren, Beth
Aspects of Skill in Understanding High-Order Semantic Relations.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- BBN-R-6009
PUB DATE- Jul 86
NOTE- 106p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ability Identification; Decoding(Reading); *Error Patterns; High Schools; Performance Factors; Reading Ability; *Reading Comprehension; Reading Difficulties; Reading Rate; *Reading Research; *Reading Skills; *Semantics; *Skill Analysis
IDENTIFIERS- Connectives (Grammar); *Semantic Relations (High Order)

A study examined student abilities to integrate semantically related propositions; and identified sources of comprehension difficulty for the unskilled reader. It also examined the influence of two types of relations (causal and adversative) and two types of connectives (conjunctions and verbs) on readers' comprehension, on-line integration of related propositions, and contextual influences. Subjects, 32 high school students of varying reading ability levels, read 96 passages, classifying each as either semantically consistent or anomalous. Results of analysis showed that comprehension and on-line integration of semantic relations were influenced by contextual constraints, by readers' skill in using such constraints, and by type of relation. Adversative relations proved more difficult than causal ones, though comprehension seemed directly related to reader skill. Skilled readers were unaffected by connective type, whereas less skilled readers' comprehension seemed to depend upon the marking of a relation by a conjunction. Skilled readers were equally accurate in comprehending consistent and anomalous passages, while less skilled readers were highly inaccurate in judging anomalous passages, even though they took more time to read those passages. (Tables of data are included.) (Author/JD)

ED 273 942 CS 008 564

Belajthy, Ernest
Implications of Artificial Intelligence Research for Human-Computer Interaction in Reading Instruction.
PUB DATE- Oct 86
NOTE- 9p.; Paper presented at the Annual Meeting of the College Reading Association (Lexington, KY, October 23-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artificial Intelligence; *Computer Assisted Instruction; Computer Managed Instruction; *Courseware; Curriculum Design; Elementary Education; Programed Tutoring; *Reading Instruction

Noting that many language arts teachers have rejected tutorial software because of its inability to interact effectively with students, this paper explores implications of artificial intelligence research for human/computer interaction in reading instruction. Limitations of "exact match" curriculum designs in contemporary attempts to provide computerized interaction are surveyed and critiqued, and the importance of drill and practice to the development of language skills is emphasized. It is proposed that open-ended curriculum designs, which are process oriented, may help counter the limitations in developing adequate interactive programs. Finally, research questions in the development of artificial intelligence natural language systems are presented as central to the problem of "intelligent" human/computer interaction. The concluding comments assert that computers must be taught to simulate the same cognitive processes as occur in humans if meaningful interaction is to take place. (JD)

ED 273 956 CS 209 957

Bennett, Margie, Ed.
HANDS ON. Newsletter for Cultural Journalism.
Foxfire Fund, Inc., Rabun Gap, GA.
PUB DATE- 86
NOTE- 44p.; Small print and photographs may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Creative Teaching; Elementary Education; Language Arts; *Learning Activities; *Local History; *School Activities; *Student Publications; *Teaching Methods; *Writing Instruction
IDENTIFIERS- Cultural Journalism

A potpourri of activities from teachers working with elementary and middle school-aged children is featured in this journal issue. Regular features include an introductory letter, an article on elementary school activities, project updates, reviews, and announcements. The articles are as follows: (1) "Yesterday is local history to fourth graders" (Louise Bement); (2) "Dogwood, Lodestar, and ABC's" (Florence Melda and Cornelia Bain); (3) "Making a Trictionary" (Mary Scherbatskoy and Jane Shapiro); (4) "Echoes" (Walt Cottingham); (5) "Nuggets" (Louella Caisons); (6) "New Castle Kaleidoscope--Using the Culture to Develop Books" (Lois L. Kaylor); (7) "Sarasota County Students' Centennial Magazine" (Shirley A. Ritchey); (8) "Islands Background" and "Roots Cellar" (Ann Vick); (9) "The Kids' Guide to North Carolina" and "Foxfire: Creativity from Chaos" (Marcia Clark McKitrick). (JD)

ED 273 970 CS 210 025

Report of Thinking Skill Instructional Activities.

Mid-Continent Regional Educational Lab., Inc., Denver, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 30 Aug 85
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Ability; *Critical Thinking; Elementary Secondary Education; Models; Program Evaluation; *Reading Research; *Teaching Methods
IDENTIFIERS- *Higher Order Thinking Skills Model; Thinking Skills

A study evaluated the higher order thinking skills model developed at the Mid-continent Regional Educational Laboratory. A primary thesis of the thinking skills model is that the majority of the cognitive skills considered relevant to academic success can be categorized into three distinct groups: (1) learning-to-learn skills, (2) content thinking skills, and (3) basic reasoning skills. These are further subdivided into 18 specific skills, which are generally presented to teachers as a single intervention, or comprehensive training program, which usually takes four days, spaced two to five weeks from preceding and subsequent training days. During the time between training days participating teachers collected data on the effectiveness of the various techniques by recording their perceptions of changes in student behavior, which they then used to make informed decisions as to which techniques worked or did not work well for them. These data were used for the evaluation. Subjects for the evaluation were 77 students drawn from four sites where the thinking skills program was pilot tested: a large suburban school district, a small rural school district, a large rural district, and a single elementary school. For one site, the trainer used protocol analysis to analyze the information obtained from student interviews. The results indicated that all 18 of the skills involved in the program produced measurable effects in student behavior. (Results for each of the 18 skills are included.) (HTH)

ED 273 999 CS 505 358

Alexander, Alison; And Others
Profiling the Adolescent Soap Opera Viewer.
PUB DATE- May 86
NOTE- 23p.; Paper presented at the Annual Meeting of the Eastern Communication Association (77th, Atlantic City, NJ, April 30-May 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Comparative Analysis; High Schools; Junior High Schools; Preadolescents; Secondary Education; Student Attitudes; *Television Research; *Television Viewing
IDENTIFIERS- *Soap Operas

Observing that plot and character changes in the daytime television serials has increased the teen and preteen share of soap opera audiences, a study compared demographic, personal experience, and attitudinal variables among adolescent soap opera fans, occasional viewers, and nonviewers. Data were collected from 230 students in the classrooms of four school systems, including a suburban and rural district in West Virginia, a rural area in New Hampshire, and a manufacturing town in Massachusetts. Variables included current and past soap opera viewing habits, other viewing habits, family and peer relationships, future aspirations, attitudes toward soap operas, and demographics. The results indicated that significantly more females view soap operas than do males. Occasional viewers and fans of soap operas watch more television overall than do soap opera nonviewers of either sex, and had been watching television for a significantly greater number of years than soap opera nonviewers. Adolescents who do not live with both parents watch more soap operas than do those living with both parents. Occasional viewers and nonviewers of soap operas were less likely than fans to have experienced peer relationships, such as going steady or fighting with friends. Viewing habits did not appear to affect future aspirations. Fans held more positive attitudes toward the genre than did occasional and nonviewers. The results indicated that adolescent soap opera viewers and nonviewers do not differ dramatically from one another. (HTH)

ED 274 039 EA 018 795

Pyramid Project: An Exemplary Staff Development Plan.

Ardmore City Schools, OK.

PUB DATE- 21 Feb 86
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Academically Gifted; *Continuous Progress Plan; *Educational Improvement; Educational Innovation; Elementary Secondary Education; Intellectual Development; Program Design; School Effectiveness; *Staff Development; *Student Improvement
IDENTIFIERS- *Ardmore School District OK

The Ardmore, Oklahoma, School District developed the 3-year Pyramid Project to implement the following recommendations of the Sid W. Richardson Foundation Study of exemplary programs for high ability students: (1) broaden the process for assessing student abilities, (2) adopt continuous progress and appropriate pacing, (3) cultivate students' abilities in a wide range of programming options, and (4) seek cooperation among diverse agencies with an investment in assisting able learners. In addition to appropriate pacing, considered essential, the district will include such programs as the traditional Advance Placement Program, the newer International Baccalaureate, mentoring, internships, concurrent enrollment, and possible use of specialized schools for students who either are exceptionally gifted or have specialized interests and talents. Specific benefits expected to result from the project include models of various program options for serving able learners, management systems, trained staff, a broad-based support system, and positive student outcomes. The remainder of the report consists of the management plan, with objectives and methods; personnel requirements and job descriptions; a statement of program affiliations; and the annual budget. The appendixes contain a district profile and graphics of a sample staff development activity and of the Pyramid structure. (MLF)

ED 274 053 EA 018 813

Arnold, John

Towards a Four-Fold Process of Middle School Classroom Evaluation.

PUB DATE- 85
NOTE- 31p.; Paper presented at the Annual Meeting of the National Middle School Association (Baltimore, MD, October 30-November 1, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Objectives; Educational Quality; Elementary Education; *Evaluation Criteria; Evaluation Needs; Measurement Objectives; Middle Schools; *Self Evaluation (Individuals); Standardized Tests; Student Attitudes; *Student Evaluation; Teacher Attitudes; *Teacher Evaluation

The ease with which standardized test results and other objective measures can be used to compare the effectiveness of educational programs has led to an overemphasis on such measures among educators, the government, and the public alike. This overemphasis has led schools to ignore less easily measured but equally important objectives, to design instruction that encourages students to gain information at the expense of knowledge, and to evaluate teachers in terms of quantitative criteria that cannot account for such factors as inspiration and motivation. An alternative method for assessing the educational process might involve evaluations by students of themselves and their teachers and by teachers of themselves and their students. These evaluations must be handled carefully so that they become tools for students and teachers to use to improve their learning and teaching skills, respectively, rather than becoming weapons for superiors to use against those subject to their power. This paper explores the difficulties posed by the trend toward quantitative measurement and discusses how more qualitative evaluation methods may be applied successfully. Examples of the kinds of forms that can be used and the kinds of methods that have proven effective are provided. (PGD)

ED 274 081 EA 018 845

Siegel, Paul M.; Bruno, Rosalind R.

School Enrollment--Social and Economic Characteristics of Students: October 1982. Current Population Reports: Population Characteristics.

Bureau of the Census (DOC), Suitland, Md.

PUB DATE- Sep 86

NOTE- 109p.; For the previous report, see ED 260 510.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)

DESCRIPTORS- Attendance; Declining Enrollment; Elementary Secondary Education; Enrollment; *Enrollment Trends; Postsecondary Education; Preschool Education; *School Statistics; *Socioeconomic Status; *Student Characteristics; Tables (Data)

This publication's 25 tables display statistics related to enrollment and student characteristics in 1982 at all levels of education from nursery school through the undergraduate years of college. The tables break enrollment figures down to show the numbers enrolled at each level according to age, race, sex, national origin, regional location, marital status, and income. Text introducing the tables discusses major findings and isolates significant trends, paying particular attention to changes between 1972 and 1982. Among these changes have been declines in the number of students enrolled in elementary and secondary schools and increases in the number enrolled in nursery school programs and colleges. The publication also provides appendices including tables with supplementary information; definitions and explanations about the information provided; and a discussion of the sources and reliability of the data used and the estimates based on the data. (PGD)

ED 274 122 EC 190 296

Olson, Deborah L.
The Education of Disabled Girls: Personal Experiences and Reflections.
PUB DATE- Apr 86
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Cerebral Palsy; *Educational Discrimination; Education Work Relationship; Elementary Secondary Education; *Females; Interviews; *Mental Retardation; *Outcomes of Education; Peer Relationship; Public Education; Special Education; *Student Attitudes; Teacher Student Relationship; Womens Education; Womens Studies

Data for this paper were taken from a study in progress on the life histories of women labeled mentally retarded and were derived from 25 hours of in-depth interviews with two women aged 32 and 19 who also have cerebral palsy. Both of these women experienced special education classes throughout their educational careers. Gender issues in the special education classroom, peer influence and relationships, and teacher student relationships were among areas covered in the interviews. A major difference between the two subjects was that one went to a school which was only for children with disabilities, while the other subject started school the year that Public Law 94-142 (Education for All Handicapped Children Act) was implemented. Both subjects felt that school did not prepare them for the real world; both were still struggling to adjust to the work world and to find appropriate employment. Study results suggest the importance of interaction of the disabled with nonhandicapped peers and point out the lack of strong role models for handicapped females. It is concluded that career opportunities, vocational experiences, and training should begin early and continue throughout the high school years and that parents, school personnel, and disabled consumers of services should work together to transition the student to the adult world of work or further education. (CB)

ED 273 756 CE 044 896

Small Business Incubator Resource Kit.
Small Business Administration, Washington, D.C.
PUB DATE- 86
NOTE- 180p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Economic Development; *Economic Opportunities; *Entrepreneurship; *Financial Support; Innovation; Resources; Risk; *Small Businesses
IDENTIFIERS- *Private Sector; *Small Business Incubators

This kit consists of a set of resources to assist those interested in the start-up and management (incubation) of a new business. A guide to starting and managing a small business incubator (SBI) is provided. Included in the guide are the following: a discussion of the role and characteristics of the SBI concept; guidelines for carrying out the SBI development process (establishing a working group, defining goals and objectives, collecting information on other projects, analyzing the local economic base and small business support network, performing preliminary financial feasibility studies, reviewing data, identifying and selecting a suitable facility, developing a marketing strategy); nine worksheets on the aforementioned topics and an appendix that explains SBI facilities and methods of financing an incubator. Three pamphlets provide perspectives of some persons involved in SBI, a directory of state contact persons for the 50 states and SBIs currently in existence in some of the states, and a summary of additional resources on SBIs. A sample issue of the Small Business Administration's newsletter, "Incubator Times," is also included. (MN)

ED 273 985 CS 210 066

Activities to Promote Critical Thinking. Classroom Practices in Teaching English, 1986.

National Council of Teachers of English, Urbana, Ill.

REPORT NO.- ISBN-0-8141-0045-7
PUB DATE- 86
NOTE- 158p.; Prepared by the NCTE Committee on Classroom Practices in Teaching English.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 00457, $7.00 member, $9.75 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Content Area Writing; *Creative Thinking; *Critical Thinking; Elementary Secondary Education; Higher Education; Literature Appreciation; Reading Writing Relationship; Speech Skills; *Teaching Methods; Writing Instruction

Intended to involve students in language and communication study in such a way that significant thinking occurs, this collection of teaching ideas outlines ways to teach literature and composition that engage the students in such thinking processes as inferring, sequencing, predicting, classifying, problem solving, and synthesizing. The activities are divided into catagories for composition, speaking and listening, literature study, additional creative and critical thinking activities, and speaking and writing across the curriculum. The titles of the essays and their authors are as follows: (1) "Using the Poetic Voice to Teach Story Forms and Writing in the Elementary Grades" (Raymond Bailey); (2) "The Metaphor as a Metaphor for English Class" (Carole B. Bencich); (3) "Writing A Thesis Statement: A Right-Brain Activity" (Carolyn Boiarsky); (4) "Justice Is a Nike T-Shirt: Using Synectics in the ESL Writing Class" (Nancy Pfingstag); (5) "Whose Territory? Watch It!" (Derise J. Wigand and Kathleen Smith-Meadows); (6) "The Sentence: A Tool for Teaching Straight Thinking" (Walter F. Utroske); (7) "From 'Thinking Man' to 'Man Thinking': Exercises Requiring Problem-Solving Skills" (Deborah J. Barrett); (8)"Protocol Analysis for the Student Writer" (Gyde Christine Martin); (9) "Teaching Critical Listening" (Mary Bozik); (10) "Each One Teach One: A Peer Teaching/Learning Unit" (Margaret E. Rinkel); (11) "Teaching Thinking through Questioning: A Collaborative Classroom Project" (Mary H. Oestereicher); (12) "Modified Oxford Debate for Advanced Ninth Graders" (Fran Caldwell); (13) "Three R's for Critical Thinking about Literature: Reading, 'Riting, and Responding" (John W. Swope and Edgar H. Thompson); (14) "Experiencing Contemporary Drama" (George Klawitter); (15) "Collaborative Interpretation" (Sam Dragga); (16) "Adapting the Courtroom Trial Format to Literature" (Michael Segedy); (17) "Collection, Connection, Projection: Using Written and Oral Presentation to Encourage Thinking Skills" (Joseph F. Bonfiglio); (18) "Write on the Reading!" (Adele Fiderer); (19) "The Spheres of Experience: A Schema Theory for Writers" (Jeanne Gunner); (20) "Thinking through Dilemmas" (Ruth Vinz); (21) "Right On, Right Answers" (Lee Mountain and Sharon Crawley); (22) "Critical Thinking through a Community of Inquiry" (Kristine Riemann and Tony W. Johnson); (23) "Advertising Gimmicks: Teaching Critical Thinking" (Leah Rudasill) (24) "The Uses of Logic in the College Freshman English Curriculum" (Angela A. Rapkin); (25) "Helping Students Write Historical Fiction" (Myra Zarnowski); (26) "Exposing the Edge of Thought: Taking Risks with Expressive Language" (Denise Stavis Levine); (27) "Math-Writing and Thinking" (Adele Fiderer); (28) "Teaching Critical Thinking to Management Students" (Joan M. van Courtland Moon). (HTH)

ED 274 026 EA 018 707

Humphreys, Edward H.; And Others
The Ontario Student Record and the Record-Keeping Ramifications of Bill 82.
Ontario Inst. for Studies in Education, Toronto. Dept. of Educational Administration.
SPONS. AGENCY- Ontario Dept. of Education, Toronto.
REPORT NO.- ISBN-0-7729-0551-7
PUB DATE- 86
NOTE- 279p.
AVAILABLE FROM- Publication Sales, Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario M5S 1V6 Canada.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Legal/Legislative/Regulatory Materials (090) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Information; Confidential Records; Decision Making; Disclosure; *Educational Policy; Elementary Secondary Education; Foreign Countries; *Information Needs; Information Processing; *Information Systems; Information Theory; Legal Responsibility; Needs Assessment; Parent Rights; Research Methodology; School Responsibility; *Student Records; Student Rights
IDENTIFIERS- *Ontario

This report presents results of research conducted in 1982 on the management of student information in Ontario. Amendments in 1982 to the Education Act, referred to as "Bill 82," mandated maintenance of student information and documentation of certain decision-making processes. The study examines the bill's legal implications and

analyzes practices based on data gathered from 18 school systems. Following a summary of recommendations, chapter 1 presents a history of the Ontario Student Record and a statement of study procedure. Chapter 2 provides a study framework based on literature analysis of student information systems and educational theory. Management characteristics of an information system are modeled. Chapter 3 focuses on information needs of personnel. Models illustrate decision making about students and outline information flow. Chapter 4 discusses the legal basis of the student information system and effects of recent legislative amendments. Chapter 5 evaluates legislative provision for legal-ethical considerations. Chapter 6 details study methodology, including statistical data gathered through interviews, questionnaires, and records. Data are presented in tables. Chapter 7 summarizes current needs of student information systems as gathered from questionnaires and records. Chapter 8 offers a model of a student information system. A five-page list of references is provided, as well as four appendices which offer the questionnaires and interview schedules used in the project. (CJH)

ED 274 067 EA 018 827

Carlson, Robert V.
School Assessment and Improvment: How Close Is the Relationship?
PUB DATE- 17 Apr 86
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; Educational Improvement; Elementary Secondary Education; *Evaluation Methods; Needs Assessment; School Districts; Success

A study of the relative impact of three different methods for assessing school needs failed to find significant differences in those methods' effects on school improvement efforts. Questionnaires were sent to 148 schools in six states: Arkansas, Colorado, Connecticut, Iowa, Michigan, and Pennsylvania; 41 schools participated in the study. Two instruments were used to gather data: school principals completed a School Background Information Form to provide contextual data and information on the school assessment methods used, and principals and two selected faculty members completed an Implementation Questionnaire designed to elicit data on respondent background, features of the local school assessment study, overall impact of the assessment, and impact on the specific areas of teacher activities, instructional materials, instructional situations, goals, problems, and policies. The assessment methods examined were as follows: (1) accreditation, using performance information gathered within National Study of School Evaluation and regional accreditation guidelines; (2) systems management, involving analysis of discrepancies between stated goals and actual performance; and (3) the effective schools method, based on comparison of school characteristics with characteristics identified in effective schools. Charts and tables presenting different aspects of the findings are attached. (PGD)

ED 274 095 EA 018 859

Duignan, P. A.; Macpherson, R. J. S.
The Educative Leadership Project.
PUB DATE- 7 Sep 86
NOTE- 23p.; Paper presented at the Annual Conference of the Centre for Social and Cultural Studies (3rd, Armidale, New South Wales, Australia, September 5-7, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Educational Administration; Educational Theories; Foreign Countries; *Inservice Teacher Education; *Instructional Leadership; *Leadership Responsibility; *Management Development; *Organizational Theories; *Social Values; Teaching Methods; Workshops
IDENTIFIERS- *Australia

This paper reports on the objectives and specifications of an "educative leadership" project that aims to synthesize experience, research, and theory and to develop complementary inservice and postgraduate learning materials. Researchers and theorists are now addressing the lack of philosophical machinery in educational administration. The educative leadership project, for example, addresses values in a practical manner. Focus is upon ways of knowing organizations and ways of leading that find expression in the group's cultural norms. Responsible use of power is therefore an essential component of any philosophy arising from any such synthesis of knowledge. Principles that ensure consistency between organizational and ethical assumptions in project design and the project purpose of creating practical theory include: efficient planning, creative products, and systematic review and incorporation of prior and recent knowledge. Project issues to be considered by teams of three practitioners and one academic specialist include the responsible use of power and educative leadership relevant to curriculum development, law, quality teaching, and the multicultural community. Project phases are

concerned with design, negotiations, synthesis of experience, research, and inservice and postgraduate learning materials. Workshops aim to implement phases through team activities, including reviewing the project, reviewing research findings, negotiating and designing a team position, drafting a monograph for practitioners, and drafting a video script to convey the major ideas of the monograph. Thirty-seven references are appended. (CJH)

ED 274 109 EC 190 282

Clark, Anne; Faragher, Jean

Evaluation of the Attendant Care Pilot Project. Final Report.

Sydney Univ. (Australia). Dept. of Community Medicine.
PUB DATE- Feb 86
NOTE- 324p.
AVAILABLE FROM- Australian Department of Community Services, P.O. Box 646, Woden, ACT 2606, Australia.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Allied Health Occupations Education; *Attendants; Foreign Countries; Health Services; *Home Health Aides; *Physical Disabilities; Pilot Projects; *Program Effectiveness; *Severe Disabilities
IDENTIFIERS- *Australia

An Attendant Care Pilot Project, administered by the Home Care Service of New South Wales, Australia, and providing attendant care for 24 permanently severely physically disabled adults for 2 years, was evaluated. The patients were medically stable and intellectually capable of managing their own affairs; all had impairments which required assistance in personal care, locomotion, and dexterity. Two models of care were tested in the project; and while eight of the patients used attendant care service arranged by the Home Care Service, 16 patients received a regular allowance to arrange such services for themselves. Such issues as the assessment procedures, hiring and training of assistants, insurance, payment of attendants, attendant management, integration with other existing services, costs, and estimates of potential numbers of users of attendant care in Australia were examined. Among the many recommendations were: (1) that a national attendant care program be introduced for severely physically impaired adults; (2) that an attendant care scheme provide an integrated range of services comprising personal and household tasks; (3) that an attendant care scheme provide both of the models for attendant care evaluated in this study; (4) that assessment procedures be adopted to determine the amount of attendant care required; and (5) that a government department be responsible for the administration and assessment of the attendant care scheme. Extensive appendices include questionnaire and interview forms, pilot study survey instruments, ability profile forms, the list of organizations and institutions contacted or visited, the attendant management manual, sample advertisements used to find attendants, and a research brief. A 9-page reference list is also provided. (CB)

Davis, Dennis K.; Robinson, John P.
Learning from Television News: How Important Are Story Attributes?
PUB DATE- Oct 85
NOTE- 40p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Television; Communication Research; Foreign Countries; Information Processing; Learning Experience; Learning Modalities; *Learning Processes; Mass Media; Mass Media Effects; News Media; News Reporting; Pictorial Stimuli; Recall (Psychology); Retention (Psychology); *Television Research
IDENTIFIERS- Great Britain

Two news audience surveys were conducted--one in Great Britain with 489 subjects and one in the United States with 447 subjects--to assess the ability of various types of television news stories to induce learning. The central objective of the research was to identify attributes of specific news stories that had been well or poorly comprehended. For the dependent variable, an average comprehension score for each story was derived from interviews with respondents who had viewed specific broadcasts. Independent variables were measured by conducting a content analysis of each story using a coding scheme proposed by W. Schulz in 1976. Results of the study indicated that length and placement of stories did not significantly affect comprehension. However, the variables involving time with the newsreader on camera and human interest significantly correlated with comprehension. Two visual factors were linked to increased comprehension: amount of visual content and uniqueness of visual content. Attractive, unique pictures that arouse positive emotions and are congruent with verbal content aid comprehension; however, vivid, routine pictures that arouse negative emotions and are incongruent with verbal content may impede learning. Pictures may be used more often with human interest stories because good pictures are usually available. The findings of this research indicate the need to put good pictures into hard news stories in order to facilitate comprehension. Otherwise, good pictures may overwhelm important verbal information in the competition for viewer attention and information processing. (Three pages of references and tables of data are appended.) (SRT)

ED 273 743 CE 041 740

Luter, Robert R.
Convenience Store Operations.
Texas Univ., Austin. Extension Instruction and Materials Center.
SPONS. AGENCY- Texas Education Agency, Austin. Dept. of Occupational Education and Technology.
PUB DATE- 84
NOTE- 132p.
AVAILABLE FROM- Extension Instruction and Materials Center, P.O. Box 7218, University of Texas, Austin, TX 78713-7218 (Stock No. DE 330 S).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; *Business Education; Business Skills; Crime Prevention; *Distributive Education; Entrepreneurship; *Food Stores; Glossaries; Individualized Instruction; Learning Activities; *Marketing; *Merchandising; Pacing; Personnel Management; Postsecondary Education; *Retailing; Salesmanship; Secondary Education; Small Businesses
IDENTIFIERS- *Convenience Stores

This self-paced, individualized instructional guide is designed for use by those who are currently working in a convenience store or by those who wish to learn the basics of convenience store marketing and operations. Addressed in the individual units of the guide are the following topics: today's convenience store, regular duties and responsibilities of workers, selling and customer relations, characteristics of convenience store customers, checkout operations for cash transactions, checkout operations involving cashing checks, personal and store security, stockkeeping and merchandising functions, vendor-supplied stockkeeping and merchandising, inventory control, progression toward managerial and supervisory duties, and ownership and operation of a convenience store. Each unit contains some or all of the following: unit objectives, a glossary of terms, instructional text, notes, questions, and suggested projects. Answers to the questions can be found in the appended "Convenience Store Operations Answer Book." (MN)

ED 273 772 CE 044 923

Barnes, Martha; Rouse, June
Reading. Intermediate Supplemental Exercises. Courses 701-803. Science. Revised.
Chicago City Colleges, IL. Chicago Urban Skills Inst.
PUB DATE- 85
NOTE- 209p.; For the intermediate level curriculum guide, see CE 044 919. For the reading exercise book for grades 5-6, see CE 044 922.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Basic Education; Adult Reading Programs; *Biological Sciences; Biology; Botany; *Content Area Reading; *Earth Science; Learning Activities; Physical Sciences; *Reading Comprehension; Reading Instruction; Reading Materials; Reading Skills; Zoology

This book is made up of six reading courses in the sciences, each of which is divided into several exercises. Each exercise has an objective and at least one reading selection. In most of the courses, the first objective is to acquaint the student with names and terms used in the subject being discussed. Exercises following the reading selection provide the opportunity to practice the skill presented in the objective. Types of exercises are short answer, matching, true/false, and multiple choice. Course 701 is an introduction to earth science, including air, water, weather, space, and geology. Courses 702, 703, 801, and 802 are about biology and include the study of plants (botany) and animals (zoology). General information about plants and animals is found in course 702, with the major emphasis being on plants. The focus in course 703 is on animals. Course 801 discusses human structures and functions. Course 802 addresses nutrition and a good daily diet for proper health and gives details about some body ailments and diseases. In course 803 the student is given an opportunity to practice drawing conclusions from reading selections about a variety of science-related topics. Information on test-taking techniques is also given. Reviews are found following courses 703 and 803. A pronunciation key and two glossaries are appended. (YLB)

ED 273 786   CE 044 961

Implementing Competency-Based Vocational Education in South Carolina.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- Jul 86
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Competency Based Education; *Course Descriptions; *Lesson Plans; Program Development; Program Evaluation; *Program Implementation; Secondary Education; *Vocational Education

This guide is intended to assist vocational education administrators and teachers in developing and implementing competency-based vocational education (CBVE) programs. Section I discusses the purposes of this guide, which include administrator use in planning staff development programs and teacher educator use as a reference for students in preservice and inservice programs. Section II defines CBVE. The major characteristics of a CBVE program are discussed. Section III provides information on CBVE syllabus development. The components of a syllabus are listed, and other elements that might be included in a syllabus are suggested. Section IV identifies the components of a CBVE lesson plan. Optional elements are suggested. Appendixes, amounting to one-half of the guide, include a glossary of CBVE terminology, a listing of CBVE resources and bibliography, sample course syllabi and lesson plans, and program evaluation checklist for competency-based education. (YLB)

ED 273 813 CE 045 031

Harvey, Dexter; Cap, Orest
Physiological Aspects of Aging. Module A-5. Block A. Basic Knowledge of the Aging Process.
Manitoba Univ., Winnipeg. Faculty of Education.
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- 86
NOTE- 43p.; For related documents, see CE 045 027-037.

GRANT- 6553-2-45
AVAILABLE FROM- Faculty of Education, University of Manitoba, Winnipeg, Manitoba, Canada R3T 2N2.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Programs; *Aging (Individuals); Behavioral Objectives; Gerontology; *Human Services; Learning Modules; *Older Adults; *Physiology; *Service Occupations; Sexuality; Social Services; *Staff Development

This instructional module on physiological aspects of aging is one in a block of 10 modules designed to provide the human services worker who works with older adults with basic information regarding the aging process. An introduction provides an overview of the module content. A listing of general objectives follows. Nine sections present informative material on each of the nine objectives. Topics are: the physiology of aging; changes in the skin and in the musculoskeletal, cardiovascular, respiratory, gastrointestinal, urinary, and central nervous systems; and sexuality changes. Other contents include a summary and listings of selected readings and additional resources. (YLB)

ED 273 871 CG 019 335

Ezrin, Sharyn A.; And Others

Survey of Ontario Postsecondary Educational Institutions to Identify Courses and Programs with Course Content Related to Child Abuse.

Ontario Ministry of Colleges and Universities, Toronto.

REPORT NO.- ISBN-0-7729-1496-6
PUB DATE- 86
NOTE- 141p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Child Abuse; *Course Content; *Foreign Countries; *Postsecondary Education; *Program Content
IDENTIFIERS- *Ontario

A survey of selected program areas in 41 postsecondary educational institutions in Ontario was conducted to gain information on programs and courses with content related to child abuse. A bilingual questionnaire was developed and administered to 139 program heads. An analysis of responses led to the following conclusions: (1) 26 program areas identified courses with child abuse content; (2) courses were primarily taught to full- or part-time students; (3) class size was usually under 70 students; (4) students' main reasons for enrollment were to complete credit in a compulsory course or to comply with professional licensing/certification requirements; (5) courses covered child abuse content from an interdisciplinary perspective; (6) course subject area coverage was very broad; (7) educators wanted students to acquire basic knowledge and general skills for professional work; (8) graded examinations were the predominant evaluation method used; (9) printed resource material was most often used to supplement teaching; and (10) lectures and small group discussions were the predominant teaching methods used. Seventeen respondents indicated that they engaged in research on the subject of child abuse in areas such as legal aspects of child abuse, long-term effectiveness of intervention with high-risk families in its prevention, the incidence of child abuse, and the training needs of professionals involved in the detection and investigation of child abuse. (Seven appendices and numerous data tables are included.) (Author/NB)

ED 273 943 CS 008 566

Whitmer, Jean E.

Does Writing Modeled after Children's Picture Books Improve Reading Comprehension?
PUB DATE- Oct 86
NOTE- 11p.; Paper presented at the Annual Reading Conference of the University of Northern Colorado (19th, Greeley, CO, October 17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Grade 4; Grade 5; Intermediate Grades; *Models; *Picture Books; Pretests Posttests; Prewriting; Reading Achievement; Reading Aloud to Others; *Reading Comprehension; *Reading Improvement; *Reading Research; *Reading Writing Relationship; Remedial Reading; Teaching Methods; Word Processing; Writing Exercises; Writing Processes
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

A study examined whether writing modeled from children's picture books would improve reading comprehension of fourth and fifth graders as much as traditional skills instruction. Subjects, 69 children reading at least one year below grade level from six Chapter 1 Colorado schools, were pretested for reading comprehension levels. Subjects were then randomly assigned to one of three ten-week treatment groups using one of the following methods: (1) writing (without word processors) modeled after children's picture books that were read aloud by the Chapter 1 teacher and followed by oral language prewriting activities; (2) writing modeled after children's picture books that were read aloud and followed by oral language activities and revision and rewriting on microcomputer word processors; and (3) using a sequenced skills series instructional program, "Pegasus Pace," in current use by Chapter 1 teachers. Comparison of posttest and pretest scores indicated that although writing modeled after children's picture books resulted in significant comprehension gains compared to the skills control group, the addition of word processors to the writing method resulted in a significant loss of comprehension for that treatment group. Supporting the notion that writing improves reading ability, the results suggest that teachers need to provide children with many regular writing activities, while limiting the use of commercial programs and worksheets. (Tables of data and a sample lesson plan from the treatment groups are included.) (HTH)

ED 273 957 CS 209 959

Iorio, Sharon Hartin
The Development of State Open-Meeting Laws.
PUB DATE- 6 Oct 85
NOTE- 42p.; Paper presented at the Mass Communications Symposium of the Southwest Education Council for Journalism and Mass Communication (Las Cruces, NM, October 6, 1985).
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Access to Information; Communication (Thought Transfer); Communication Research; Court Litigation; Disclosure; Federal State Relationship; *Freedom of Information; *Freedom of Speech; Information Dissemination; Intellectual Freedom; Meetings; State Courts; *State Government
IDENTIFIERS- *Open Meetings

A study traced the development of state open-meeting laws, beginning with the concept of open access presented in English common law and extending to the present time. Responses to inquiries were solicited from state press association managers. Analysis of the responses received, as well as secondary sources, identified current legislation and categorized major elements of state open-meeting law content. Results suggest that it is difficult to draw any generalizations regarding the laws since they vary greatly from state to state; they are constantly being updated; they are qualified by court decisions and attorneys' general opinions; and they are affected by other legislation and state constitutional requirements. In theory the laws have been designed to facilitate access; in practice there often has been a disparity between the intent and application of open-meeting laws. Although progress has been made toward the establishment of effective open-meeting legislation, there is much to be accomplished. Further study in both behavioral and legal research on topics concerning freedom of information is needed. (DF)

ED 273 971 CS 210 029

Rank, Hugh

Not-So-Great Expectations.

PUB DATE- 84
NOTE- 3p.; Excerpt from "The Pep Talk," 1984, by Hugh Rank.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Conflict; Interpersonal Communication; *Language Attitudes; *Language Usage; *Persuasive Discourse; *Political Attitudes; Political Campaigns; Political Issues; Politics; Problem Solving
IDENTIFIERS- Communicator Style; *Political Language

Too many people become disillusioned by political language because they start with illusions about it--erroneous ideas and unrealistic expectations. It is better to start with realistic attitudes, practical information, and not-so-great expectations. When dealing with political language, expect (1) conflict, arguments and disagreements, and dissent; (2) compromises and concessions, so be sure to define the areas in which negotiation is an option; (3) persuasion to be a mutual transaction; (4) one-sided arguments; (5) from those speaking to the "haves" a conservative rhetoric stressing protection; (6) from those speaking to the "have-nots" a progressive rhetoric stressing relief; (7) no sure or simple test for "truth"; (8) money to play a major role in human activities; (9) attitudes to develop or change with increased experience and knowledge; and (10) difficulty in clarifying issues, setting priorities, or resolving conflicts. Be disillusioned, but not discouraged. Lose illusions, but not courage. (HTH)

ED 274 040 EA 018 796

Falkinham, Ken

Self-Insurance (Waukegan Style).

PUB DATE- 86
NOTE- 8p.; Paper presented at the Annual Meeting of the Illinois Association of School Business Officials (35th, Bloomingdale, IL, April 30-May 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Fringe Benefits; *Health Insurance; School Districts; School Personnel
IDENTIFIERS- Risk Management; *Self Insurance; Waukegan School District IL

The health and dental self-insurance program instituted in the Waukegan (Illinois) Public Schools can credit three major factors for much of its success. First, claims are processed in-house by the district, resulting in improved communications about claim decisions, faster payments, and higher employee satisfaction. Second, the plan is coordinated by a governing board of five persons representing all employee groups. Third, the plan includes cost containment provisions (1) encouraging outpatient testing prior to surgery, (2) restricting weekend hospital admissions, (3) providing for review of large hospital bills by the employees served, (4) limiting payments for drug and alcohol treatment, (5) covering costs for physical examinations and diagnostics, and (6) paying for second opinions. (PGD)

ED 274 082 EA 018 846

School Enrollment--Social and Economic Characteristics of Students: October 1985 (Advance Report). Current Population Reports: Population Characteristics.

Bureau of the Census (DOC), Suitland, Md.
PUB DATE- Sep 86
NOTE- 15p.; For the 1984 Advance Report, see ED 267 497.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402 (GPO Stock No. 803-005-00001-0; $1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- Birth Rate; Demography; *Enrollment; *Enrollment Trends; National Surveys; *School Statistics; *Student Characteristics; Tables (Data)

This report presents summary data on school enrollment for October 1985 and on some of the important changes in enrollment that have occurred in the past 20 years. Presented in six tables, the data are from the October school enrollment supplement to the Current Population Survey. Highlights of the report include the following findings: (1) in October 1985 there were 59.7 million persons aged 3 years old or over enrolled in school; (2) elementary, secondary, and college enrollment did not change between 1984 and 1985, but kindergarten enrollment grew; (3) significant growth in college enrollment since 1975 was attributable to increases in enrollment among older students; and (4) college enrollment among blacks remained relatively stable over the last 10 years. The report provides a brief overview of the findings, noting the impact of changing birth rates, then presents six tables providing data on recent years' enrollment rates among students by age, race, sex, national origin, and educational level. An appendix discusses the source of the data and the reliability of the estimates based upon them. (PGD)

ED 273 757 CE 044 908

Gray, Wayne D.

Implementing Army Training Programs: An Overview for Managers. Research Report 1382.

Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
PUB DATE- Oct 84
NOTE- 24p.; For a related paper, see ED 230 591.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Change Strategies; *Delivery Systems; Evaluation Methods; Field Tests; *Formative Evaluation; *Military Personnel; *Military Training; Postsecondary Education; *Program Evaluation; *Program Implementation; Program Improvement; Research and Development; Training Methods
IDENTIFIERS- *Army

The place and importance of implementation in the life cycle of Army training programs is frequently misunderstood. Typically, a program's life cycle is thought of as research, development, and use. If implementation is thought of at all, it is regarded as an event, not a process. Many worthwhile programs have failed because the implementation process was neglected. Implementation should be regarded as a high-risk period in a program's life cycle. The implementation stage must be viewed as an organizational research and development stage in which the user decides where a program fits into the organization's priorities and the developer and user work together to plot a mutual accommodation of the program to the organization and the organization to the program. Planning for implementation of a training program involves deciding what actions are required to field, sustain, and support the program; what agencies should have responsibility for these actions; and how the cooperation of these agencies can be obtained. The analysis-of-fit model that has been developed to facilitate the accommodation process calls for fidelity and sufficiency evaluations to discover changes that are required in the following aspects of training program implementation: organizational arrangements, individual know-how, organizational rules, and individual commitment. The second phase of the model includes the following strategies for accomplishing the program's prerequisite goals: assistance, education, power, and persuasion. (MN)

ED 273 800 CE 045 011

Fry, Ronald R., Ed.
National Forum on Issues in Vocational Assessment (2nd, Dallas, Texas, March 13-15, 1986). The Issues Papers.
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
REPORT NO.- ISBN-0-916671-71-2
PUB DATE- 86
NOTE- 226p.; Document contains small, light type.
AVAILABLE FROM- Materials Development Center, Stout Vocational Rehabilitation Institute, Menomonie, WI 54751 ($17.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Career Counseling; Career Education; Computer Oriented Programs; *Disabilities; Disadvantaged; Postsecondary Education; *Public Schools; Secondary Education; Special Education; Vocational Education; *Vocational Evaluation; *Vocational Rehabilitation

These 43 papers focus on changes in vocational assessment and evaluation. Selected titles include "Review of the Needs of Physically Handicapped Persons in the Vocational Counseling Process and a Possible Solution" (Ranson); "Vocational Assessment in the Management of the Chronic Pain Patient" (Dutton); "Vocational Evaluation of the Individual with Epilepsy" (Nolte); "Back to Work: A Vocational Plan for Chronic Pain" (Curtis, Cook); "Short-term Out-patient Vocational Evaluation for the Rural Population" (Harder); "Modifications of a Career Information Delivery System for Use with Hearing-impaired Persons" (Marut); "Delivery of Vocational Evaluation services to Deaf Persons" (Marut); "Training Opportunity Profile for Visually Impaired Persons (TOP-VIP)" (Peterson); "Vocational Assessment of People with Severe Physical Disability" (Frank); "Vocational Assessment: A Tool Texas Is Putting to Use in Offender (Re)habilitation" (Spitznagel, Dews); "Late Effects of Poliomyelitis" (Fairhurst, Halstead); "Implications of Cognitive-behaviorism for Vocational Evaluation" (Bodenhamer, et al.); "Research Update: A Vocational Evaluation Program for Quadriplegics" (Alfred); "Transitioning Special Education Students from School to Work" (Ashley, et al.); "Personnel Development of School-based Vocational Assessment Personnel" (Peterson); "Assessing the Vocational Adaptivity of High School Students with Mild Cognitive and Intellectual Deficits" (Thomas); "A Vocational Screening Process for Transitional Planning at the 9th Grade Level" (Downs, Conlon); "Vocational Evaluation in the Public Schools--the Virginia Model" (Scott, Prezioso); "The Impact of the Carl D. Perkins Act on Vocational Assessment" (LeConte); "Vocational Assessment as an Aid in the Transitioning Process" (Davis, Foster); "Applications of the Vocational Decision-Making Interview (DMI) to Vocational Rehabilitation and Special Education" (Czerlinsky); "Why Direct Vocational Training Works" (Goodfriend); "A Study Regarding Placement and Performance of Students Receiving Vocational Evaluations" (Evans); "Vocational Assessment in the Public Schools" (Brolin); "Comparison of Vocational Evaluator Positions in Traditional Vocational Rehabilitation, School, and Private-for-profit Settings" (Thomas); "Work Hardening" (Taylor, Blaine); "Ecological Determinants of Vocational Evaluation" (Murphy, Hagner); "Computer Assisted Report Processing in Vocational Evaluation" (Smith, Rothacker); "A Critique of the Research Data Base Relative to Work Adjustment" (Akridge); "Work/Abilities: An Integrative Approach to Vocational Evaluation" (Awtrey, et al.); "Critical Attributes of Vocational Rehabilitation Facilities" (Czerlinsky, Smith); "Vocational Evaluation" (Edgcomb); "A Market Orientation to Vocational Evaluation" (Comegys, Smith); "Data Bases and Vocational Decision Making" (Botterbusch); "Development of a Self-Administered Computerized Vocational Assessment System" (Krass, Conlon); and "Vocational Evaluation: What Direction" (McDaniel). (YLB)

ED 273 828 CE 045 069

Still, Steven
Herbaceous Ornamental Plants. Slide Script.
Ohio State Dept. of Education, Columbus. Agricultural Education Service.; Ohio State Univ., Columbus. Agricultural Curriculum Materials Service.
REPORT NO.- AGDEX-278/30
PUB DATE- 84
NOTE- 68p.; Photographs may not reproduce well.
AVAILABLE FROM- Ohio Agricultural Education Curriculum Materials Service, 2120 Fyffe Road, Room 254, Columbus, OH 43210-1099 ($3.00; slides and script--$88.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Agricultural Skills; Botany; Classroom Techniques; *Floriculture; Learning Activities; *Ornamental Horticulture; *Plant Growth; *Plant Identification; Postsecondary Education; Scripts; Secondary Education; *Vocational Education
IDENTIFIERS- *Herbs

This slide script, part of a series of slide scripts designed for use in vocational agriculture classes, deals with commercially important herbaceous ornamental plants. Included in the script are narrations for use with a total of 338 slides illustrating 150 different plants. Generally, two slides are used to illustrate each plant: one slide shows the growth habit of the plant, and the other is a close-up of the plant's flower or foliage. Plants are grouped by flowering period and treated alphabetically in each group by scientific name. At the end of the script are two indexes: one for each plant's scientific name and the other for its common name(s). The introduction to the script also includes suggestions for its use and recommended additional learning activities. (MN)

ED 273 843 CE 045 085

Martell, John L.
Student Competency Profile Chart: A Competency Based Vocational Education Instrument.
PUB DATE- 86
NOTE- 151p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agricultural Engineering; Allied Health Occupations; Auto Body Repairers; Auto Mechanics; *Competence; *Competency Based Education; Distributive Education; Electricity; Electronics; Evaluation Methods; Foods Instruction; Forestry; Graphic Arts; Human Services; Machine Tools; Metal Working; Plumbing; Postsecondary Education; Power Technology; *Profiles; Secretaries; *Student Evaluation; *Student Records; Technical Education; *Vocational Education; Welding
IDENTIFIERS- Rutland Area Vocational Technical Center VT

This document defines, describes usage of, and provides samples of student competency profiles being used in 17 vocational programs at Rutland Area Vocational-Technical Center in Rutland, Vermont. The profiles cover the following programs: auto body, auto mechanics, business/data processing, cabinetmaking, carpentry/masonry, culinary arts, distributive education, electrical/plumbing, electronics, graphic arts, health occupations, human services, machine trades, metal fabrication/welding, power and agricultural mechanics, secretarial, and timber harvest and forest production. The profile is presented as a multi-use tool for competency-based vocational education. Student evaluation, special needs, monitoring, teacher/student feedback, student employability, and program planning and accountability are areas to which the profile may contribute. A bibliography is included in this sample package. (Author/KC)

ED 273 857 CE 045 141

Agricultural Occupations. Education for Employment Task Lists.
Lake County Area Vocational Center, Grayslake, IL.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 86
NOTE- 74p.; For other task lists, see CE 045 137-140.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Agribusiness; *Agricultural Education; *Agricultural Machinery Occupations; Employment Potential; *Farmers; *Horticulture; Job Analysis; *Job Skills; Landscaping; Matrices; Occupational Clusters; Occupational Information; Off Farm Agricultural Occupations; Postsecondary Education; Program Content; Sales Workers; Secondary Education

The duties and tasks found in these task lists form the basis of instructional content for secondary, postsecondary, and adult occupational training programs for agricultural occupations. The agricultural occupations are divided into three clusters. The clusters and occupations are: agricultural business and management cluster (salesperson--animal-feed products, salesperson--farm equipment and supplies, fertilizer/chemical service worker, farmer--general, scout/pest control worker/agriculture), horticulture cluster (landscape laborer, landscape gardener/landscaper, horticultural worker, salesperson--horticulture and nursery products), and farm equipment mechanic. Matrices for each cluster list the duties and tasks and indicate which occupations include that duty or task. Each cluster also includes a list of employability skills that are important for all occupations. (YLB)

ED 273 886 CG 019 350

Lichtenberg, James W.; Semon, Dawn A.
A Study of the Dynamics of Social Influence in Counseling.
PUB DATE- Aug 86
NOTE- 24p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Counselor Client Relationship; *Interpersonal Communication; *Interpersonal Relationship; *Social Behavior
IDENTIFIERS- *Dominant Behavior

Social interaction may be construed as a process of mutual and reciprocal interpersonal influence. Counseling and psychotherapy are not different from other types of social interaction in this regard. Counselors influence clients and clients influence counselors. This study investigated the dynamics and patterning of social influence and relational control between a counselor and client across a 12-session counseling case. Counselor and client verbal utterances were coded in terms of their implied relational positions (one-up, one-down, one-across) using Heatherington's (1985) modification of Erickson and Rogers' (1973) relational coding system. A measure of the degree of dependence/contingency between counselor and client responses served as an index of social influence and relational control. Variations in the degree of contingency between responses were plotted across the 12 sessions and evidenced three distinct phases of the counseling process. Results indicated the vast majority of responses were one-across, responses which minimize or neutralize the relational control aspect of communication. The counselor was shown to be more domineering than the client, though not necessarily dominant. Although this study was based on a single case, it did confirm previous research. Twenty-eight references are appended. (Author/ABL)

ED 273 900 CG 019 364

Bixler, Andrew Thomas
Relationship-Precipitated Homicides as Mediated by Ethnicity.
PUB DATE- 85
NOTE- 57p.; Doctor of Psychology Research Paper, Biola University, California.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Age Differences; Blacks; *Cultural Differences; *Death; *Ethnic Groups; *High Risk Persons; Hispanic Americans; *Interpersonal Relationship; Sex Differences; *Victims of Crime; Whites
IDENTIFIERS- Bereavement; *Homicide

Homicide is the 12th leading cause in absolute number of deaths in the United States. Research has suggested that: (1) minorities have a greater homicide risk than do Anglo-Americans; (2) males are much more likely than females to be homicide victims; (3) the highest overall homicide rate occurs between the ages of 25 and 39; (4) among minorities, the lower the socioeconomic status, the higher the risk of homicide victimization; (5) most homicides occur within a circumscribed geographic area whose population is overcrowded, undereducated, and poor; (6) homicides occur more frequently in the home than in any other setting; (7) firearms, especially handguns, are the most frequently used means of committing homicides; and (8) most victims and offenders are acquainted and many are related. Research on bereavement suggests that homicide bereavement is more severe than bereavement for suicide, natural death, or accidental death. Future research into homicide should address the areas of ethnicity, sex, age, personality, timing of the purchase and loading of firearms in relation to the homicide, alcohol and drug use by offenders and victims, domestic violence, and friend and acquaintance homicide. The homicide research to date has demonstrated that, when studying risk, all victims cannot be grouped together. Ethnicity and the relationship between the offender and victim are two important distinctions that future research on homicide needs to make. A three-page reference list is

provided. (NB)

ED 273 914 CG 019 379

Cunha, Joseph E.; And Others
A California K-Adult Counseling and Guidance Reform Proposal.
California Association for Counseling and Development, Fullerton.
PUB DATE- 85
NOTE- 30p.; Prepared by the California Task Force on the Reform of Counseling and Guidance.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adult Education; Adult Programs; *Counseling; *Curriculum Development; Elementary Secondary Education; *Guidance; *Individual Development; Postsecondary Education; *Program Development; Student Development
IDENTIFIERS- *California

This document contains a proposal developed by a task force of counseling and guidance leaders to provide a common base from which to affect a reform in counseling and guidance in California. The proposal emphasizes the importance of comprehensive counseling and guidance planning. Sections on introduction, history, statement of purpose, and rationale and goals reform statement are included. The proposal focuses on student and process goals and on personal, social, educational, and career development. Six components are identified as essential to a counseling and guidance program if it is to be truly comprehensive, i.e., planning, coordination, a guidance curriculum, consultation, a positive school environment, and individual and group counseling. Position statements by experts in the counseling and guidance field are included to highlight current thinking on the topics of: (1) Importance of Developing a Comprehensive Counseling and Guidance Plan; (2) The Importance of Coordination; (3) A Guidance Curriculum; (4) Consultation; (5) A Positive School Environment; (6) Individual Counseling; (7) Group Counseling; (8) Elementary Counseling and Guidance; (9) Emphasis for a Middle School; (10) Implications for Secondary School Level; and (11) Counseling in Adult Education. Guidelines are also offered to assist reform leaders in gaining support for these reform efforts from specific audiences such as legislators, state department personnel, administrators, board members, counselors, and counselor educators. (NB)

ED 273 928 CS 008 535

Alvermann, Donna, Ed.; And Others
Research within Reach: Secondary School Reading. A Research-Guided Response to the Concerns of Educators.
Appalachia Educational Lab., Charleston, W. Va.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 283p.; For a related document on mathematics, see ED 225 842.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Content Area Reading; Critical Thinking; Decision Making; Educational Theories; Grouping (Instructional Purposes); Metacognition; Program Development; Program Effectiveness; Readability; *Reading Comprehension; *Reading Instruction; Reading Programs; *Reading Research; Reading Skills; *Reading Writing Relationship; Secondary Education; Student Motivation; Teacher Rolc; Teaching Methods; *Theory Practice Relationship; Vocabulary Development

Intended for secondary school teachers in all subject areas, this book synthesizes and translates reading-related research on a variety of specific topics. Each chapter in the book opens with a question or questions posed by teachers, then proceeds to a discussion of the research and practice pertaining to the issues raised. Each chapter ends with a summary and a list of references. Each chapter can be read independently. Questions raised in the 13 chapters of the book deal with the following areas: (1) reading programs, (2) effective schools and effective teaching research, (3) developing lifetime readers, (4) learning from text, (5) comprehension and thinking skills, (6) vocabulary, (7) readability, (8) objectives and materials, (9) integrating oral and written language, (10) grouping, (11) teacher decision making, (12) metacognition, and (13) staff development. A 27-page bibliography concludes the document. (FL)

Porter, D. Thomas
Communication Apprehension and Evaluation Apprehension: Critical and Empirical Analyses of Competing Paradigms.
PUB DATE- May 86
NOTE- 56p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Apprehension; *Communication Problems; *Communication Research; Higher Education; Performance Factors; Self Esteem; Speech Instruction; Student Attitudes; *Student Evaluation; *Teacher Student Relationship
IDENTIFIERS- *Evaluation Apprehension

Communication apprehension (CA) has emerged as the dominant paradigm for explaining communication stress and its corollaries. It has achieved this status largely because several key assumptions have not been challenged or assessed empirically. These assumptions are that CA (1) is a pervasive social phenomenon, (2) affects external outcomes of communication, (3) is a scientifically useful construct, and (4) is caused by apprehension about communicating. To assess these assumptions, an alternative construct, evaluation apprehension (EA), has been explicated, operationalized, and contrasted with CA. Defined as a learned predisposition about how the threat of evaluation is managed in social interaction, EA was examined in a series of six studies involving college students. The studies revealed that EA predicted more variance than CA in a variety of criterion variables, including communication performance, student success, self-esteem, classroom proxemics, occupational preference, and rewards for communication. The results suggest that EA is more likely to be the true causal agent in stress reactions to communicating than CA. References, tables and figures are appended. (FL)

ED 274 054 EA 018 814

Gross, Lola P.
1984 Arizona Principals' Academy. Evaluation Report.
Arizona State Dept. of Education, Phoenix.
PUB DATE- Sep 84
NOTE- 13p.; For the 1985 Principals' Academy evaluation report, see EA 018 815.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Improvement Programs; Instructional Leadership; *Management Development; *Principals; *Program Evaluation
IDENTIFIERS- *Arizona Principals Academy

The Arizona Principals' Academy was first held in 1984 to enable principals to share practices promoting school effectiveness and to personalize their roles as instructional leaders. The goals of the program included informing the principals of current thinking, practices, and strategies; providing practical training to meet identified needs; collaborating with statewide educational organizations; establishing a networking system among principals; providing ancillary services to assist in promoting school effectiveness, and helping academy participants develop individual action plans for school improvement. Evaluation methods were devised to determine participants' interests, presenters' strengths, and overall program content and quality. The evaluation effort revealed that most topics were pertinent and applicable to participants' needs; that the academy was well managed; that participants appreciated the unique opportunities for interaction with peers afforded by the academy; and that the college campus setting lent an academic tone to the experience. In addition to providing an overview of the academy and reactions to it, this paper includes a summary of the evaluation data; a listing of participants by sex and professional role; a table of program topics considered strong, average, or weak; tables of responses to program content, methods, and management; and suggestions for future academies. (PGD)

ED 274 068 EA 018 829

Wiley, Dinah; Duquette, Donna
Public and Nonpublic School Relationships: Lighthouse Approaches for State Policymakers.
National Association of State Boards of Education, Alexandria, VA.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 84
NOTE- 64p.; Some charts will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- Administrator Responsibility; Case Studies; *Conflict Resolution; *Cooperative Planning; Cooperative Programs; Educational Philosophy; *Educational Policy; Elementary Secondary Education; Policy Formation; *Private Schools; *Public Schools; School Community Relationship; State School District Relationship; *State Standards

In spite of the different opinions among educators in the public and nonpublic sectors, dialog should be opened by educational policymakers. This report is intended as a resource for facilitating liaison mechanisms between the two sectors. The first section provides an overview of possible causes of conflicts between public and nonpublic schools. Cooperative resolution is hindered by stereotypical perceptions. Debates center around states' responsibilities and parents' rights; courts have not provided clear legal guidance on philosophical questions. State regulations are questioned with the growth of home instruction and Christian schools. These legitimate conflicts of interest require resolution with minimal confrontation if students' needs are to be served. Section 2 recommends four state liaison mechanisms: a liaison office; a coalition of private schools; private school representation on advisory committees; and working relationships in districts. On the national level, "Koffee Klatches" further dialog, and partnership activities have developed locally. Section 3 presents case studies of successful communication efforts in Florida, Louisiana, New York, and Ohio. Appendices comprise one-third of the report. Appendix A lists contact information for Koffee Klatch participants and for state department of education officials in charge of liaison with private education. Appendix B presents charts of comparative data. (CJH)

ED 274 096 EA 018 861

Ben-Peretz, Miriam; Dor, Ben Zion
Thirty Years of School Based Curriculum Development: A Case Study.
PUB DATE- 86
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Curriculum Development; Decision Making; Elementary Secondary Education; Foreign Countries; *Institutional Autonomy; Performance Factors; School Based Management
IDENTIFIERS- Israel; *School Based Curriculum Development

A study of one school's involvement in school-based curriculum development (SBCD) for nearly 30 years provided researchers with information on the factors affecting the success of SBCD programs. The school studied serves 3,500 students in 12 grades at several sites in an Israeli city. Following interviews with faculty members, the researchers formulated and distributed a questionnaire requesting detailed data on 28 school-based curriculum projects and 44 curriculum units developed through such projects. Twelve department heads responded to the questionnaire. The information sought included the reasons for using SBCD, identification of the agents and resources behind curriculum development, the nature of the development process, the involvement of external agencies, the character of implementation policies, and the viability of the curriculum. In general, the findings suggested that for SBCD to be a viable process the school must have a unique ethos and a distinct school philosophy and must also have the power to maintain pedagogic and economic autonomy. This report achieves the following: (1) cites the goals of the study (including obtaining the information noted above, developing a naturalistic model, and discerning possible contributions of SBCD to the educational system at large); (2) reviews the literature; (3) discusses the study methodology and findings; and (4) compares the findings with established theory. Fifteen references, two figures, and a table are provided. (PGD)

Facts about Dyslexia.

National Inst. of Child Health and Human Development (NIH), Bethesda, Md.; Orton Society, Towson, Md.

PUB DATE- 86
NOTE- 16p.
AVAILABLE FROM- NICHD, P.O. Box 29111, Washington, DC 20040 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Dyslexia; *Educational Strategies; *Educational Therapy; Elementary Secondary Education; Emotional Disturbances; *Learning Disabilities; Neurological Organization; Reading Difficulties; Remedial Instruction; Teaching Methods

Developmental dyslexia is a specific learning disability characterized by difficulty in learning to read. Some dyslexics also may have difficulty learning to write, to spell, and to speak or work with numbers. Some researchers estimate that as many as 15 percent of American students may be classified as dyslexic. Children with dyslexia are not all alike--the only trait they share is that they read at levels significantly lower than is typical for children of their age and intelligence. Most experts agree that a number of factors probably work in combination to produce this disorder; possible causes of dyslexia may be grouped under three broad categories: educational, psychological, and biological. Educational causes may include teaching methods, the nature of the English language, and interpretation of intelligence tests. The usual treatment for dyslexic students is to modify teaching methods and the educational environment based on the specific learning problems of the individual dyslexic student. The prognosis for dyslexic students is mixed because there is a wide diversity of symptoms and degrees of severity. However, it is clear that an effective remedial program is very crucial and that early diagnosis and treatment are essential. (CB)

ED 273 814 CE 045 032

Harvey, Dexter; Cap, Orest
Death and Bereavement. Module A-6. Block A. Basic Knowledge of the Aging Process.
Manitoba Univ., Winnipeg. Faculty of Education.

SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- 86
NOTE- 34p.; For related documents, see CE 045 027-037.
GRANT- 6553-2-45
AVAILABLE FROM- Faculty of Education, University of Manitoba, Winnipeg, Manitoba, Canada R3T 2N2.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Programs; Aging (Individuals); Behavioral Objectives; *Death; Gerontology; *Grief; *Human Services; Learning Modules; *Older Adults; *Service Occupations; Social Services; *Staff Development

This instructional module on death and bereavement is one in a block of 10 modules designed to provide the human services worker who works with older adults with basic information regarding the aging process. An introduction provides an overview of the module content. A listing of general objectives follows. Four sections present informative material on each of the four objectives. Topics are grief responses, grief situations, helping someone in grief, and discussing death and dying. Other contents include a summary and listings of selected readings and additional resources. (YLB)

ED 274 013 CS 505 375

Wenger, Paul
Communication Strategies of Employment Assistance for College Graduates.
PUB DATE- May 86
NOTE- 13p.; Paper presented at the Annual Meeting of the Eastern Communication Association (77th, Atlantic City, NJ, April 30-May 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Graduates; Employment Counselors; Employment Interviews; Employment Opportunities; Employment Practices; *Employment Services; Higher Education; *Job Applicants; *Job Placement; *Job Search Methods

Placement services and employee recruiting for college graduates have become major enterprises. Organized employment assistance consists of (1) college placement services, (2) personnel departments within businesses, (3) traditional employment agencies paid by employers, and (4) agencies paid by the client for individual job searches. Although they may share information, each facilitates the process of finding employment for different reasons and in different ways. Certain formal behaviors have become almost universal norms for college graduate applicants, including preparation and presentation of a resume, arranging and attending personal interviewers, and agreement on reasonably specific terms of employment when job offers are made and accepted. Other less formalized expectations are for behaviors that communicate mutually held values. Some communication strategies are difficult to separate clearly from others that characterize the varied kinds of employment assistance, but the differences among the forms of assistance used by college and university graduates are apparent. Few graduates are aware of what those differences are, and only limited, realistic information is available from job-hunting literature. Graduates seeking jobs need to shape "individual" strategies for obtaining employment, consider carefully the mechanisms for implementation, and learn more about both the ranges of those providing employment service and what they have to offer. (HTH)

ED 274 027 EA 018 708

Roth, Marta A., Ed.

Beyond Special Education Compliance: Administrative Challenges for Reaching Educational Excellence. Specialized Training of Regular Educators in Development and Implementation of Special Education Services in School Districts. Final Report and Training Manual.

West Virginia Univ., Morgantown. Coll. of Human Resources and Education.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Mar 86
NOTE- 279p.; Portions of text will not reproduce clearly due to broken print.
GRANT- G008301586
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- *Compliance (Legal); Curriculum Development; Educational Administration; Educational Change; Elementary Secondary Education; Evaluation Methods; *Inservice Education; *Management Development; Program Effectiveness; School Community Relationship; School Districts; School Responsibility; *Special Education; State Legislation; *Workshops
IDENTIFIERS- *West Virginia; West Virginia University

This 3-year project aimed to improve delivery of support and instructional services among 33 West Virginia county school districts in implementing special education mandates. The participating school districts are within the service area of West Virginia University. The introduction details each year's objectives. "Year one" pursued needs assessment and pilot training; "year two" involved workshop training; and "year three" provided followup and dissemination. Section 1 discusses inservice training for development of administrative teams. Needs assessment analyses determined problem areas among districts in providing effective special education services. Section 2 discusses administrative challenges and gives examples of workshop materials and procedures, including the use of role-playing. Administrative topics are as follows: (1) communication and coordination; (2) planning and budgeting; and (3) facilities, transportation, and equipment. Section 3 details inservice processes of two sessions for members to identify individual county needs in planning development. County consultants facilitated communication and acted as resources for technical assistance and evaluation. Figures present data on consultants' procedures and inservice members' participation. An analysis considers project effectiveness. Workshop evaluation forms and lists of teams are included. One result brought about by the involvement of district personnel in planning is that increased responsibilities and involvement should promote positive attitudes toward programs and cooperation throughout district organization. Districts and the university continue to cooperate. Districts in West Virginia have exceeded special education compliance in striving for quality. Needs assessment instruments, 10 pages of references, and a list of 13 audiovisual resources are appended. (CJH)

ED 274 110 EC 190 283

Weber, Linda R.; Wimmer, Sharon
Mental Illness in Persons with Mental Retardation: ARC Facts.
Association for Retarded Citizens, Arlington, TX.
PUB DATE- Apr 86
NOTE- 4p.
AVAILABLE FROM- Assocation for Retarded Citizens National Headquarters, 2501 Avenue J, Arlington, TX 76006.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adaptive Behavior (of Disabled); Clinical Diagnosis; Coping; Disease Incidence; *Emotional Disturbances; *Mental Disorders; *Mental Retardation; *Multiple Disabilities; Therapy

This brief factsheet presents information on mental illness in mentally retarded persons. The most prevalent disorders found in this population are schizophrenia, organic brain syndrome, adjustment disorders, personality disorders, depression, and behavioral problems. Few standardized methods of assessment exist for the diagnosis of mental illness in mentally retarded persons; professionals must rely on specific signs or actions rather than on the report of specific symptoms, and caution must be used when diagnosing mental illness in persons with severe or profound retardation because of the difficulty of distinguishing adaptive behavior problems from mental illness. About 20 to 35 percent of the mentally retarded people who live in the community suffer from emotional disturbance. The social conditions to which mentally retarded people are exposed, plus the presence of physical limitations, often place stress on the ability of the individual to cope, making it more likely that a retarded person may develop emotional disturbances. The lack of social interactions and a high frequency of central nervous system impairments may also be factors contributing to emotional disturbances. Treatment for mentally retarded people with mental illnesses focuses upon either psychotherapy, psychopharmacology, behavior management, or social skill training. Presently, a variety of treatment sites exist in selected communities but are not available throughout the United States. Hospitals, specialized group homes, foster homes, day programs at hospitals and clinics, and regular group homes may provide treatment sites, depending on the level of illness. (CB)

ED 273 744 CE 043 594

Dunwoody-Miller, Vera; Gutek, Barbara A.

Sexual Harassment in the State Workforce. Results of a Survey. S.H.E. Project Report.

California State Employees' Association, Sacramento.

PUB DATE- Mar 85

NOTE- 141p.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- Adults; Compliance (Legal); Employed Women; *Employee Attitudes; Employer Attitudes; *Employer Employee Relationship; *Employment Practices; Employment Problems; *Government Employees; Government Role; *Sexual Harassment; *State Government; State Legislation

IDENTIFIERS- *California

State workers in California were surveyed to determine if they had been sexually harassed on the job, and what they knew about procedures and laws for dealing with such harassment. Responses were received from 1,151 professional and administrative employees representing a sexual and ethnic distribution similar to the total civil service work force in the state. The survey found that most workers agree with the current legal definition of sexual harassment, although more women than men are likely to label any sexual incident at work as sexual harassment. The study also found that more people experience "less severe" harassment (such as sexual comments) than "more severe" harassment (such as sexual assault). About 19 percent of the workers said they had been sexually harassed as state civil service employees; about 89 percent of these employees were women. Only about half of the workers surveyed were aware of a sexual harassment policy and only half knew that their department had a discrimination complaint process. Although most workers believed that their departments would care about them and enforce policies if they were harassed at work and filed a complaint, they thought the process would not be very swift and were not completely sure that they would not suffer retaliation. The study concluded that the majority of state employees had not been harassed and had a very positive attitude toward their employer; those workers who were harassed, however, tended to be left without adequate information and support. (KC)

ED 273 773 CE 044 924

Shea, Gail; Capleton, Sandra
Mathematics. Intermediate Supplemental Exercises. Courses 501-803.
Chicago City Colleges, IL. Chicago Urban Skills Inst.
PUB DATE- 85
NOTE- 130p.; For the intermediate level curriculum guide, see CE 044 919.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Basic Education; Decimal Fractions; *Estimation (Mathematics); *Fractions; Learning Activities; *Mathematics; *Word Problems (Mathematics)

This book of supplemental exercises is one of a series of books designed to provide educational materials in addition to the instructional texts in the Adult Learning Skills Program. Exercises in this intermediate level book are for the mathematics subject area. Course numbers and exercise topics are: 501 (estimations, decimals and money, decimal vocabulary, place value, reading and writing decimals), 502 (comparing decimals, rounding decimals, adding and subtracting decimals, decimal word problems), 503 (multiplication of decimals, decimal word problems), 601 (division of decimals, decimal word problems), 602 (rounding quotients, estimation, Roman numerals), 603 (prime numbers, number patterns, decimal word problems), 701 (recognizing fractions, fractional vocabulary, fractions and mixed numbers, fractional equivalencies, comparing fractions, adding and subtracting like fractions, mixed numbers and improper fractions), 702 (adding and subtracting like mixed numbers, common denominators, adding and subtracting unlike fractions, adding and subtracting unlike mixed numbers, fractional word problems), 703 (multiplication of fractions, fractional word problems), 801 (division of fractions, fractional word problems), 802 (comparing decimal and fractional values, adding and subtracting decimals and fractions, fractional and decimal word problems), and 803 (multiplying decimals and fractions, dividing decimals and fractions). Reviews are provided for courses 501-603 and 701-803. (YLB)

ED 273 787 CE 044 962

Cooperative Vocational Education.

South Carolina State Dept. of Education, Columbia. Office of Vocational Education.

PUB DATE- Jul 86
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Cooperative Education; *Guidelines; *Insurance; Program Descriptions; *Program Implementation; Secondary Education; *Vocational Education; Workers Compensation

This handbook on cooperative education is intended as a how-to manual designed specifically for the administrators who assume responsibility for implementing the cooperative method. Contents include program descriptions and information on the basic elements of cooperative education. The minimum elements of a written plan for the implementation and maintenance of cooperative education are listed, and information to be contained in a cooperative education student handbook is outlined. Insurance coverage for paid cooperative employment and non-paid cooperative placement is also briefly discussed. These sample forms for implementing the cooperative method are included: list of participants, training plan, training agreement for cooperative vocational education, training agreement information, schedule of business and industry visits, student evaluation, and student wage and hour record. Annotations of relevant legislation, a listing of agencies, and a glossary are appended. (YLB)

Bloch, Deborah Perlmutter; Kinnison, Joyce Ford
Evaluating Computerized Career Information Systems for Use with Occupational Education Curricula. Final Report.

New York State Dept. of Labor, Albany.; New York State Education Dept., Albany.; New York State Occupational Information Coordinating Committee, Albany.
PUB DATE- 31 Aug 86
NOTE- 296p.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; *Career Guidance; *Computer Assisted Instruction; Delivery Systems; Information Services; Information Sources; *Information Systems; Models; Postsecondary Education; Secondary Education; State Surveys; *Statewide Planning; User Needs (Information); User Satisfaction (Information); *Vocational Education
IDENTIFIERS- *New York

A study was conducted to develop a model for a computer-based career information delivery system for use in New York State occupational education programs. The study included a literature review and five major substudies (information validation, user satisfaction, and vendor surveys; site visits to selected schools and agencies using career information systems; and a demonstration of career information delivery systems to a system review panel). The literature review yielded a list of 85 information components that was confirmed by the validation survey and enlarged by surveys of principals, counselors, students, and parents. Of the five career information systems presented by vendors, four were rated satisfactory and just passing. It was decided that the state should pursue the development and utilization of career information delivery systems. No single system should be adopted; however, all systems considered for use should undergo some sort of approval process. Activities such as staff development workshops and printed communications should be developed as soon as possible, and a career information delivery system coordinating office should be created to oversee the coordination and continued improvement of career information systems for vocational students. (Appendixes include copies of all the project surveys and related materials, correspondence, and forms.) (MN)

CG

ED 273 872 CG 019 336

Butchart, Ronald E.
Dropout Prevention through Alternative High Schools: A Study of the National Experience.
SPONS. AGENCY- Elmira Board of Cooperative Educational Services, NY.

PUB DATE- 15 Jul 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Dropout Prevention; *Dropout Programs; *Nontraditional Education; *Potential Dropouts

This paper presents a synthesis of the literature reporting the experiences nationally of alternative schools, particularly in the realm of preventing school dropouts and reaching those who have already left school. Characteristics of alternative schools are described, including structure, reputation, and purposes. The dropout problem is discussed, including dropouts' dislike of school, indicators associated with potential dropouts, and potential dropouts' discipline problems. Characteristics of alternative schools are presented in detail. It is noted that: (1) most alternative schools are located away from the regular high schools; (2) alternative schools' programming attempts to foster academic and social comforts; (3) friendly relationships between students and teachers are stressed; and (4) experiential learning is emphasized. The effects of alternative schools on potential dropouts are discussed. These effects include success in retaining potential dropouts in school, reduction in truancy, accumulation of high school credits, and improved student attitudes and behavior. Elements of successful alternative schools are presented in these categories: size, choice, autonomy, and varied learning opportunites. The wide variance in these schools' costs is discussed. In conclusion, alternative school-based dropout programs are recommended for their probable success. A select bibliography with 46 entries is included. (ABL)

ED 273 958　　　　　　　　CS 209 960

Zale, Pamela K.
Ethical Goals in Freshman Composition: A Course for Humanists in Argumentation.
PUB DATE- Mar 86
NOTE- 31p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Cognitive Development; College Curriculum; College Freshmen; Course Content; Critical Reading; *Freshman Composition; Higher Education; Humanistic Education; Moral Issues; Moral Values; Peer Evaluation; *Persuasive Discourse; Rhetorical Criticism; Rhetorical Invention; Social Values; Student Attitudes; *Teaching Methods; Values Education; *Writing Instruction
IDENTIFIERS- Toulmin (Stephen)

A course at Indiana University-Purdue University at Indianapolis offers students the opportunity to learn argumentative writing, while becoming aware of scholarly discourse in the arts, humanities, and sciences. Students realize that what once passed for a simple argument in everyday life becomes more sophisticated as they learn about research methodology, tests of evidence, modes and forms of logical reasoning, and problem-solving strategies. Persuasive writing assignments are given within a social setting, specifically, classroom discussion, written peer response and evaluation, and teacher-student interchange. Because students must present their arguments to their peers, they are more committed to their position, and take care in presenting and maintaining their argument. The sheer multiplicity of legitimate opinion and point of view which arises within a single classroom fosters an awareness necessary for moral and ethical growth. In this class, many students progress from a fairly narrow view of life to a more tolerant one simply because of their exposure to different value systems. For example, one student began the course totally dependent on the value systems of her family and peer community. After refutation by another student and instruction in logical argumentation, this student wrote a paper supporting her original position, but in a reasoned, logical manner using Toulmin's methods of argumentation. This course in argument, centered on issues, offers a means for students to work toward a sense of commitment. (SRT)

ED 273 972 CS 210 030

Rank, Hugh
Images & Issues: How to Analyze Election Rhetoric.
PUB DATE- 84
NOTE- 3p.; Excerpt from "The Pep Talk," 1984, by Hugh Rank.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Advertising; *Evaluation Criteria; Language Attitudes; *Language Usage; *Persuasive Discourse; Political Attitudes; *Political Campaigns; Political Influences; *Propaganda; Television Commercials
IDENTIFIERS- *Political Language

Although it is impossible to know in advance the credibility of political messages, such persuasive discourse can be analyzed in a non-partisan, common sense way using predictable patterns in content and form. The content of a candidate's message can be summarized as "I am competent and trustworthy; from me, you'll get 'more good' and 'less bad.'" However individuals define good and bad, expect from those speaking to the haves a conservative rhetoric stressing protection of the good and prevention of the bad, and expect from those speaking to the have-nots a progressive rhetoric stressing relief from the bad and acquisition of the good. The "pitch" and the "pep talk" are two common forms of persuasion. Listeners can evaluate the five-part pitch strategy by asking what techniques were used to get the listeners' attention, to build confidence in the speaker's trustworthiness, and to stimulate desire for the product or program. Listeners can also ask whether any urgency stressing techniques were used, and what response the speaker was seeking. The pep talk, which seeks committed collective action, usually follows a pattern of threat/bonding/cause/response. Listeners can evaluate this pattern by asking what the threat is, what words and nonverbal messages were used to bond the group, what the cause being defended is, and what response the speaker was seeking. (HTH)

ED 273 986 CS 210 068

DeGroff, Linda-Jo Caple; Leu, Donald J., Jr.

An Analysis of Language Arts Textbooks from a Process-Approach Perspective.

PUB DATE- Apr 86
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). Document contains light, dot matrix type.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; Elementary Education; Instructional Materials; *Language Arts; *Program Effectiveness; Program Evaluation; Teaching Methods; *Textbook Evaluation; *Writing Instruction; Writing Processes; *Writing Research

A study examined three recent language arts textbook programs for grades one through six to determine the frequency of writing activities, the nature of the writing tasks, and the frequency of process-approach activities such as selecting topics, prewriting, sharing, revising, and publishing. The programs analyzed were Scott, Foresman's "Language: Skills and Use," "Harper & Row English," and "Macmillan English." The results indicated that these textbooks provide elementary school students with opportunities to write an average of one piece of extended writing per week, on a topic usually imposed by the text rather than chosen by the students. Prewriting activities and sharing work with teachers or peers were generally omitted. Revision, which was seldom suggested, most often focused on editing surface features rather than on content, and the programs do not provide for publication or highlighting of students' written works. The results suggest that (1) students should be provided with more opportunities to write extended discourse; (2) such activities should be moved to the central part of the respective lessons; (3) writing mechanics can be addressed in either the supplemental nonextended activities or during editing of extended works; (4) extended writing activities need to consistently provide opportunities for generating lists of writing topics based on students' prior knowledge, for prewriting activities, and for sharing work with peers and teachers; and (5) textbooks could do a great deal to show teachers and students how to select topics, prewrite, share, revise, and publish. References and tables are appended. (HTH)

Lutz, Frank W.; Iannaccone, Laurence
The Dissatisfaction Theory of American Democracy: A Guide for Politics in Local School Districts.
PUB DATE- Feb 86
NOTE- 23p.; AASA Outstanding Research Award Paper, presented at the Annual Meeting of the American Association of School Administrators (San Francisco, CA, February 21-24, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Boards of Education; Democracy; Elementary Secondary Education; *Elitism; *Politics of Education; School Business Relationship; *School Community Relationship; *Superintendents
IDENTIFIERS- *Dissatisfaction Theory; *Special Interest Groups

Raymond Callahan's superintendent vulnerability thesis suggests that school superintendent behavior is subject to the political winds of local school boards, in turn dominated by the economic values of American businessmen. This thesis inspired a body of research termed "dissatisfaction theory," which describes the sequence of events resulting in school board incumbent defeat and superintendent turnover. The Robertsdale School District ethnographic study of three years in a district's political life portrays a community's increasing discontent with its public schools, board, and superintendent. It describes citizens' frustration at being unrepresented and unheard and focuses on the campaign of a challenger who unseats an incumbent board member, eventually becomes board president, and "eases out" the old superintendent. After illustrating the dissatisfaction theory model, this article evaluates numerous verification studies and offers conclusions and recommendations. The theory's most practical application is alerting beleaguered superintendents to potential causes of dissatisfaction. School officials and their boards need to be aware of socioeconomic changes and accompanying value shifts in their community that impact public education policy. The board must avoid elitism and heed special interest groups to prevent the recurrence of a disruptive, vicious cycle. Included are 1 figure and 33 references. (MLH)

ED 274 083 EA 018 847

The Role of the Principal in Effective Schools. What Research Says About Series, Number 4. Data-Search Reports.

National Education Association, Washington, D.C. Research Div.

PUB DATE- Jun 86
NOTE- 19p.
AVAILABLE FROM- Publication Sales, NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 3114-8-10; $10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Administrator Role; Educational Environment; Educational Objectives; Elementary Secondary Education; Inservice Education; Instructional Improvement; *Instructional Leadership; Interschool Communication; Management Development; Needs Assessment; *Principals; *School Effectiveness; Teacher Administrator Relationship; *Teacher Evaluation
IDENTIFIERS- *Effective Schools Research

This paper presents summaries of selected articles and research reports that address the role of the principal in areas of instructional leadership, teacher evaluation, and student achievement. Research concludes that the single most important factor in determining the success of a school is the ability of the principal to coordinate, organize, and support the staff in planning, implementing, and evaluating improvements in the school's instructional program. Findings from research on the principal as an evaluator of teachers indicate the importance of school administrators to (1) set clearly defined instructional goals, (2) effectively communicate these goals to teachers, (3) build consensus among diverse understandings of the evaluation process, and (4) use evaluation results to strengthen professional growth. Research also suggests that it is the principal who has the greatest influence in establishing the school climate that will produce student success. A review of research studies highlights the need for improvements in the academic preparation and inservice training of principals. Appended are 10 general references and a 22-item bibliography on the role of the principal. (IW)

ED 273 758 CE 044 909

Bright, Jeffrey P.; And Others
Adult Education Guide to ESL Curriculum: Beginning, Intermediate, and Pre-Advanced.
Chicago City Colleges, IL. Chicago Urban Skills Inst.
PUB DATE- 83
NOTE- 1,013p.; For a guide to the literacy curriculum, see CE 044 910. For exercises for the beginning level, see CE 044 911.
LANGUAGE- English
EDRS Price - MF07/PC41 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Behavioral Objectives; *Classroom Techniques; *Course Organization; Educational Resources; *English (Second Language); Functional Literacy; Instructional Materials; Lesson Plans; Limited English Speaking; *Literacy Education; Second Language Instruction; *Teaching Methods

This guide was developed by the Chicago Urban Skills Institute to provide improved instruction in English as a second language (ESL) to adults in the adult learning skills program. The guide provides standardized guidelines for the content of ESL courses and ideas for lesson and course planning. Course content is described for 21 ESL courses which comprise three course levels: beginning (201-203); intermediate (501-503); and pre-advanced (801-803). Each course consists of 10 to 15 communication objectives, which are stated in functional terms. Each objective describes life situations and suggests grammar structures and vocabulary appropriate to a specific instructional level. This guide has three parts. The first introductory section describes the guide; discusses the foundation of the ESL curriculum; and provides an overview of each level of instruction, functional English proficiency objectives for each cluster of three courses, general objectives per course, and a list of communication objectives for each course. Section two, the communication objectives, describes the content of what is to be taught in the ESL courses at the beginning, intermediate, and pre-advanced levels. Each communication objective has the following components: level and number, title, sample life situations, sample language, target sentence patterns, vocabulary, grammar structures, suggested strategies, notes for the instructor, and classroom notes. Appendixes to the guide include suggested learning strategies, a reference glossary, program descriptions, and other resources including a six-page curriculum bibliography. (KC)

ED 273 829 CE 045 070

Sipiorski, James; Spike, Peter

Linear Classification of Dairy Cattle. Slide Script.

Ohio State Dept. of Education, Columbus. Agricultural Education Service.; Ohio State Univ., Columbus. Agricultural Curriculum Materials Service.
REPORT NO.- AGDEX-410/46
PUB DATE- 85
NOTE- 15p.; Photographs may not reproduce well.
AVAILABLE FROM- Ohio Agricultural Education Curriculum Materials Service, 2120 Fyffe Road, Room 254, Columbus, OH 43210-1099 ($1.50; slides and script--$22.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Agricultural Production; Agricultural Skills; *Animal Husbandry; *Classification; Classroom Techniques; *Dairy Farmers; Learning Activities; *Livestock; Postsecondary Education; Scripts; Secondary Education; *Vocational Education
IDENTIFIERS- *Dairy Cattle Production

This slide script, part of a series of slide scripts designed for use in vocational agriculture classes, deals with principles of the linear classification of dairy cattle. Included in the guide are narrations for use with 63 slides, which illustrate the following areas that are considered in the linear classification system: stature, strength, body depth, angularity, rump, rear legs and foot angle, udder traits, and teat placement. The introduction to the script also includes a brief discussion of the 50-point linear classification scale. (MN)

Project Instructional Resource Needs. Second Edition. Module E-1 of Category E--Instructional Management. Professional Teacher Education Module Series.

Ohio State Univ., Columbus. National Center for Research in Vocational Education.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-89606-229-5
PUB DATE- 86
NOTE- 28p.; For related modules, see ED 270 587, ED 272 722, and ED 272 748.
AVAILABLE FROM- American Association for Vocational Instructional Materials, 120 Driftmier Engineering Center, University of Georgia, Athens, GA 30602.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Competency Based Teacher Education; *Educational Planning; *Educational Resources; Equipment; Hand Tools; *Instructional Materials; Learning Activities; Learning Modules; Lesson Plans; *Needs Assessment; Postsecondary Education; Secondary Education; Technical Education; Vocational Education; *Vocational Education Teachers

This module is one of a series of 127 performance-based teacher education learning packages that focus upon specific professional competencies of vocational teachers. The competencies upon which these modules are based were identified and verified through research as being important to successful vocational teaching at both the secondary and postsecondary levels of instruction. The modules are suitable for the preparation of teachers and other occupational trainers in all occupational areas. This module describes the factors that the teacher must consider when planning for educational resources (i.e., tools, materials, equipment) needed for lessons. It is designed to help teachers acquire the skills necessary to develop a systematic approach to the task of projecting the need for and acquiring instructional tools, materials, and supplies so that the vocational-technical program will run smoothly and efficiently. The module contains a terminal objective, two enabling objectives, a list of outside resources, and three learning experiences. Each learning experience contains an enabling objective, activities, information, and a self-check with model answers. The final learning experience is an actual teaching situation in which the prospective teacher is to project instructional resource needs and be assessed by a resource person. (KC)

ED 273 887 CG 019 351

Harvancik, Mark J.; Golsan, Gordon

Academic Success and Participation in High School Extracurricular Activities: Is There a Relationship?

PUB DATE- Aug 86
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; College Students; *Extracurricular Activities; Higher Education; High Schools; *High School Students; *Student Participation

School boards across the nation faced with funding cutbacks have addressed the possibility of reducing or eliminating extracurricular activities from school curriculums. However, it would be a mistake to discontinue funding if extracurricular activities contribute significantly to academic achievement. This study attempted to determine if there was a relationship between academic success and participation in extracurricular activities. An analysis of American College Testing (ACT) Assessment reports (self-reported high school grades, ACT scores, and extracurricular activities) for incoming freshmen (N=1067) for the Fall 1984 semester at a small southwestern college were examined. A statistical analysis revealed a significant positive correlation between academic success and participation in extracurricular activities. However, analysis also revealed self-reporting of high school grades and extracurricular activities may have produced suspect results. Before funding is removed from high school extracurricular activities, more precise measures are needed. (Author/ABL)

ED 273 929 CS 008 541

Schafer, Paul J.
The Readability of the Newbery Medal Books (1974-1986).
PUB DATE- 86
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Books; *Childrens Literature; Elementary Education; *Readability; Readability Formulas; Reading Material Selection; *Reading Research
IDENTIFIERS- *Newbery Award

Noting that research indicating Newbery Medal books are not popular with elementary students in spite of their unquestioned superiority in plot, characterization, and style, a study examined the readability level of Newbery Medal winners from 1974 to 1986. Three readability formulas were used to assess readability: Gunning's Fog Index, Fry Readability formula, and the Flesch Grade Level formula. Results of analysis indicated that of the 13 books examined, the average grade level for only 3 books fell below the sixth grade reading ability level. Four of the 13 books averaged within the sixth grade reading ability level, and 4 required a reading ability level of eighth grade or above. It is important to recognize, however, that although readability formulas can provide objective, quantitative estimates of a book's difficulty, librarians, teachers, and parents must bring important subjective factors into consideration when making their own judgments of difficulty. (Readability levels of each of the books for all three formulas are included.) (HTH)

ED 273 944 CS 008 568

Dixon, Lisbeth A.; Powell, William R.
A Comparison of Phonics Performance of Skilled Adult Readers and Elementary School Readers.
PUB DATE- Nov 85
NOTE- 20p.; Paper presented at the Annual Meeting of the Southeastern Regional Conference of the International Reading Association (11th, Nashville, TN, November 2-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Decoding (Reading); Developmental Stages; Elementary Education; Higher Education; *Phonics; *Reading Ability; Reading Improvement; Reading Instruction; Reading Processes; *Reading Research; Reading Skills; Reading Tests; Teaching Methods
IDENTIFIERS- Durkin (Dolores)

A study evaluated the phonics performance of skilled adult readers using the D. Durkin phonics test, which was also used in 1984 to measure the phonics ability of children. The test, which was given to 25 college juniors and seniors, consisted of 29 regularly spelled pseudo or nonsense words to be pronounced aloud by the subjects. Results indicated that the skilled adult readers in this study scored substantially better than the elementary students tested by Durkin in 1984. Phonics ability improved with increasing grade levels in the Durkin study, and it continued to increase at the college level. The study concluded that phonics skill increases implicitly beyond formal elementary school phonics and reading instruction and that phonics skill is a differentiated function that increases upward as reading proficiency develops. Furthermore, the results suggest that the performance standards for elementary school children should be lowered to between 50% and 60% because (1) these standards would be more consistent with the average performance of elementary school readers, and (2) excessive classroom drill on synthetic phonics skills to reach unrealistic levels of performance is inconsistent with the development of implicit use of phonics rules that occurs through increased reading of connected texts. (Tables of data are appended.) (SRT)

ED 274 001 CS 505 360

Perry, David K.
The Mass Media and Audience Generalization about Groups of Foreign Countries.
PUB DATE- May 86
NOTE- 29p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; *Audiences; Cultural Awareness; Developed Nations; Developing Nations; Foreign Countries; Higher Education; *Influences; *Mass Media; *Mass Media Effects; Media Research; News Media; News Reporting

A study examined the influence of news about single nations on U.S. residents' inferences about groups of foreign countries. Subjects, 150 students in introductory psychology, writing, and mass communications courses at a U.S. state university, were randomly assigned to treatment groups. Participants answered questions concerning a group of developed or developing nations. The experimental group also read an unrepresentative news story concerning one of the nations. Participants were then asked to answer a series of questions. Results indicated that unrepresentative news does influence the accuracy of audience inferences about groups of foreign countries. Those who read an unrepresentative news story about a single European or South American nation made less accurate judgments about an average characteristic of all countries in either region than did control participants who read no story. The results also gave no evidence that a person's general orientation toward world affairs mediates the impact of news upon the accuracy of judgment about groups of countries. References and tables are appended. (DF)

ED 274 055 EA 018 815

Gross, Lola P.
1985 Arizona Principals' Academy. Evaluation Report.
Arizona State Dept. of Education, Phoenix.

PUB DATE- Sep 85
NOTE- 42p.; For the 1984 Principal's Academy evaluation report, see EA 018 814.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Improvement Programs; Instructional Leadership; *Management Development; *Principals; *Program Evaluation
IDENTIFIERS- *Arizona Principals Academy

Two hundred and sixty-eight school administrators attended the 1985 Arizona Principals' Academy to share practices promoting school effectiveness and to personalize their roles as educational leaders. The academy's five major goals were (1) to inform principals about current thinking and practices, (2) to provide ways to implement successful strategies, (3) to offer practical and specific training, (4) to encourage the exchange of ideas and the establishment of a networking system, and (5) to assist participants in the development of individual action plans for school improvement. To determine if these goals were met, academy organizers used preplanning, advance questionnaires, daily and final program evaluation forms, and statements solicited from participants. The evaluation indicated that sessions on school climate, leadership style, and staff development were most appreciated; that participants felt program goals were exceeded; that program content and presentation methods were effective; and that the academy was well managed. This paper reports briefly on the academy's goals, evaluation methods, and participant responses, then provides documentation in the form of summaries of participants' comments and suggestions, charts of the academy topics found most and least useful, tables of participants' responses to program goals and methods, and lists of academy participants. (PGD)

Smyser, Sheryl; And Others
Adaptive Physical Education: Instructional Module for Special Education Minors.
Franklin Coll., Ind.
SPONS. AGENCY- American Association of Colleges for Teacher Education, Washington, D.C.
PUB DATE- 86
NOTE- 50p.; Prepared through an AACTE Grant for Small Colleges and Teacher Preparation for Education of the Handicapped. For related document, see ED 271 469.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adapted Physical Education; *Curriculum Development; Diagnostic Teaching; *Disabilities; Elementary Secondary Education; Higher Education; Individualized Education Programs; Lesson Plans; Movement Education; Physical Activities; Special Education; *Special Education Teachers; Student Evaluation; *Student Teachers; Teacher Education

This module is designed to familiarize students preparing to be special education teachers with the physical needs of the exceptional student. Information is given on how to structure an adaptive physical education program designed to meet those needs, including development of an individualized education program (IEP). The module covers such topics as: (1) general knowledge of the types of handicapped students found in a special education classroom, and the types of programs legally required for these students; (2) the general components of an adapted physical education program; (3) appropriate assessment and evaluation measures to use in planning an adapted physical education program; (4) specific activities in planning an adapted physical education program; and (5) appropriate lesson plans for a group of special education students in an adapted physical education class. Specific handicapping conditions discussed are mental learning handicaps, emotional disabilities, physical handicaps, and sensory handicaps. Skills to be learned in the adapted physical education class include locomotor skills (skipping, sliding, leaping), manipulation skills (throwing, striking, kicking), and stability skills (balancing, bending, twisting). A pre-test, sample IEP, and a 27-item bibliography are included. (CB)

Stasz, Cathleen
Electronic Tools and Job Design.
Rand Corp., Santa Monica, Calif.
PUB DATE- Feb 86
NOTE- 12p.; Paper presented at the Joint National ORSA/TIMS Meeting (Atlanta, GA, November 4-6, 1985).
AVAILABLE FROM- Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138 ($4.00; 25% discount on 25 or more).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business; Clerical Occupations; *Clerical Workers; *Computer Oriented Programs; *Computers; *Information Technology; *Job Development; Professional Occupations; *Professional Personnel

A first step toward thinking about job design issues involves consideration of three questions. They are (1) what kinds of changes occur when electronic tools are adopted in the workplace?, (2) whose jobs change and how?, and (3) who plays a role in job design? Answers can be drawn from data and observations from two Rand Corporation studies concerning the implementation of information technology in the workplace. Managers report moderate or major changes in 72 percent of the work groups who acquire electronic tools. Managers frequently mention changes in performance standards and job titles and descriptions. Generally, clerical jobs are upgraded and given titles reflecting new job responsibilities. Few changes are found in professional jobs despite drastic changes in how a job is done. Managers play the most important role in redesigning clerical jobs. In contrast, professional jobs are redesigned by the individual involved. Reasons for these patterns are that not all organizations accept responsibility for employee adaptation to technological change; due to the unionization of many clerical jobs, formal changes are more likely to occur in clerical than professional jobs; managers manage clerical and professional workers differently; and managers often have a narrow view of the technology. (YLB)

ED 273 815 CE 045 033

Harvey, Dexter; Cap, Orest
Psychological Aspects of Aging. Module A-7. Block A. Basic Knowledge of the Aging Process.
Manitoba Univ., Winnipeg. Faculty of Education.
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- 86
NOTE- 42p.; For related documents, see CE 045 027-037.
GRANT- 6553-2-45
AVAILABLE FROM- Faculty of Education, University of Manitoba, Winnipeg, Manitoba, Canada R3T 2N2.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Programs; *Aging (Individuals); Anxiety; Behavioral Objectives; Cognitive Ability; Depression (Psychology); Gerontology; *Human Services; Learning Modules; Neurological Impairments; *Older Adults; Personality Problems; *Psychology; Psychosis; *Service Occupations; Social Services; *Staff Development

This instructional module on psychological aspects of aging is one in a block of 10 modules designed to provide the human services worker who works with older adults with basic information regarding the aging process. An introduction provides an overview of the module content. A listing of general objectives follows. Six sections present informative material on each of the six objectives. Topics are cognitive functions (intelligence, learning, memory), organic brain deterioration, psychotic brain deterioration, personality disorders, anxiety disorders, and depression disorders. Other contents include a summary and listings of selected readings and additional resources. (YLB)

ED 273 901 CG 019 365

Khoe, Lynn
The Effects of Divorce on Children and Implications for Court Custody Cases.
PUB DATE- Feb 86
NOTE- 47p.; Doctor of Psychology Research Paper, Biola University, California.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Child Custody; *Childhood Needs; Children; Cognitive Development; Criteria; *Divorce; *Emotional Adjustment; Fathers; One Parent Family; *Parent Child Relationship; Sex Role; Student Behavior

In the last decade, the rising number of divorces has resulted in large numbers of children lviing in one-parent homes. A review of the literature on the impact of divorce on children's psychosocial adjustment, cognitive development, school peformance, and sex role development revealed several interesting findings. Age of children at time of divorce, length of time elapsed since the divorce, parental stress, parental conflict, and the quality of the parent-child relationship were found to be important factors in children's adjustment. While some findings were relatively consistent, there was not enough consistency to make rigid conclusions about custody decisions based on the effects of divorce on children. The findings do suggest some considerations, however, which together with assessing the emotional characteristics of parent-child relations, have implications for custody decisions. Continued involvement of the father, free or open access between father and child, and a mutually supportive and cooperative co-parental relationship are important factors to look for in deciding what custody decisions would be conducive to the child's psychological adjustment. Joint custody is increasingly being awarded to divorcing parents due to more awareness of the importance of maintaining contact with both parents and there has been more attention given to the child's needs and requests rather than just emphasizing parents' requests in determining custody decisions. Five pages of references conclude the paper. (NB)

ED 273 915 CG 019 380

Feller, Barbara A.
Americans Needing Home Care, United States. Data from the National Health Survey.
National Center for Health Statistics (DHHS/PHS), Hyattsville, MD.
REPORT NO.- DHHS-PHS-86-1581
PUB DATE- Mar 86
NOTE- 112p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- Adults; Children; *Deinstitutionalization (of Disabled); *Disabilities; *Individual Needs; National Surveys; *Self Care Skills
IDENTIFIERS- *Chronically Ill Persons; *Home Care

This report presents information from the Home Care Supplement to the National Health Interview Survey (NHIS) on the types of help needed by adults with chronic health problems who live outside of institutions. Home care items discussed include: (1) assistance in basic physical activities; (2) assistance in home management activities; (3) adults usually staying in bed all or most of the time; (4) adults with bowel or urinary trouble; (5) functional assistance; and (6) need for the help of another person. Variation in the need for assistance is examined by age, sex, marital status, living arrangement, family income, geographic region, and place of residence. Some information is also given for young adults between 18 and 44 years of age and for children between the ages of 6 and 17. Two-year average annual estimates are presented for the 1979-80 NHIS civilian noninstitutionalized population. The appendices contain technical notes on methods, definitions of certain terms used in the report, and a home care supplement form. Five figures and 14 tables are included throughout the text. (Author/NB)

ED 274 014 CS 505 376

Infante, Dominic A.
A Conceptualization of Aggressive Communication.
Kent State Univ., Ohio.

PUB DATE- 1 May 86
NOTE- 22p.; Paper presented at the Annual Meeting of the Eastern Communication Association (77th, Atlantic City, NJ, April 30-May 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Aggression; Antisocial Behavior; *Assertiveness; *Behavior Patterns; Communication Research; *Interpersonal Communication; Personality; Personality Assessment; Personality Theories; Personality Traits; Social Cognition; *Violence

Interpersonal communication can be viewed in terms of an aggressive-nonaggressive continuum. Past research has often focused on nonaggressive forms of interpersonal communication, such as understanding how people get to know one another, how trust and intimacy develop, and the role of self-disclosure in relationship development. However, increasing interest has been directed toward aggressive forms of communication. Aggressive interpersonal communication involves either a physical or a symbolic attack. When aggressive communication is examined in terms of a constructive-destructive continuum, aggressive behavior may be viewed as constructive if it facilitates communication satisfaction and destructive if it produces dissatisfaction. The prevalent constructive types of physical aggression in interpersonal relationships are social, including sports and games; and task,

urging other people to complete tasks more quickly. Types of physical aggression that are almost always destructive include violence against persons and violence against objects. Among the prevalent types of symbolic aggression are assertiveness, argumentativeness, hostility, and verbal aggressiveness. It is possible to construe a personality profile based on a person's aggressive behavior. Further study suggests that aggression leading to violence may be reduced by increasing an individual's level of argumentative competency. (DF)

ED 274 069

EA 018 830

Center, David B.

Expulsion and Suspension of Handicapped Children.

PUB DATE- 86

NOTE- 22p.; Paper presented at the Annual Meeting of the Mississippi Association of School Administrators (Jackson, MS, October 13-14, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Court Litigation; *Disabilities; Due Process; *Educational Policy; Elementary Secondary Education; *Expulsion; Government School Relationship; In School Suspension; Program Development; School Attendance Legislation; School Law; School Responsibility; *Special Programs; Student Needs; *Student Rights; Student School Relationship; *Suspension

IDENTIFIERS- Education for All Handicapped Children Act; Supreme Court

This paper presents management considerations for planning an in-school suspension program applicable to handicapped students and reviews relevant court rulings affecting formation of suspension and expulsion policies. The Supreme Court's 1975 decision in "Wood v. Strickland" established that a student cannot be deprived of the right of education without due process. "Goss v. Lopez" limits suspension to 10 days. Appellate court rulings establish that a handicapped student can be expelled only if misbehavior is not directly related to the handicapping condition, if the Education for All Handicapped Children Act due process procedures have been applied, and if expulsion does not result in cessation of educational services. Although in-school suspension is developing, courts have not addressed this alternative relative to either handicapped or nonhandicapped students. Advantages of this procedure include close student supervision and a meaningful learning experience. In-school suspension should not change the student's placement, because the program design is educational, not just detentional, in nature. Planning should consider three areas: operating policy, curriculum, and program management. The report recommends management considerations, including systematic monitoring and feedback to students. Awarding points would allow systematic monitoring and regular feedback to students concerning their performance. Decisions made from objective data facilitate a student's return to regular placement or need for other options. (CJH)

ED 274 097 EA 018 862

Jones, Jerome B.
The Black Superintendent and Court-Supervised Desegregation.
PUB DATE- Feb 86
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Blacks; Civil Rights; *Court Role; Desegregation Litigation; *Desegregation Plans; Elementary Secondary Education; Long Range Planning; *School Desegregation; School Districts; State School District Relationship; Vocational Education
IDENTIFIERS- *Saint Louis City School District MO

The court-ordered desegregation plan under which the St. Louis (Missouri) Public School District has operated since 1983 has had a mixed reception and has suffered from inadequate funding. The desegregation effort began with the filing in 1972 of a class action suit alleging that operation of the schools was unconstitutionally discriminatory. After several court battles at district and appeals court levels, three separate but related plans were developed and approved: the Intradistrict Plan mandated forced integration of all city schools; the Vocational Education Plan allowed voluntary transfer of students among the city's and county's vocational high schools; and the Settlement Plan provided for other voluntary interdistrict transfers, magnet school program expansion, systemwide educational improvement, and special programs to improve all-black schools. All the plans involved monitoring by citizens' committees. This paper discusses the events leading up to the court-ordered plan, problems in implementing the plan, the effects of state actions, the need for and essential components of long-range planning, and the plan's impact. The role of the black superintendent is touched on briefly. (PGD)

ED 274 111 EC 190 284

Gibberman, Charlotte
Plays for the Special Education Classroom: 10 Short Plays Designed to Promote Character Development.
REPORT NO.- ISBN-0-8134-2162-X
PUB DATE- 86
NOTE- 64p.
AVAILABLE FROM- Interstate Printers and Publishers, Inc., 19 N. Jackson St., Box 50, Danville, IL 61834-0050 ($5.95, less 10% professional discount; less 20% discount on 2 or more copies).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Creative Works (Literary and Dramatic) (030) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Bias; Blindness; Death; *Disabilities; *Drama; Elementary Education; Group Discussion; *Interpersonal Competence; *Moral Values; Older Adults; Personality Development; Problem Solving; Responsibility; *Scripts; Special Education

This booklet contains 10 short plays written especially for performance by spcial education students who ranged in age from five to ten and in academic level from kindergarten to fourth grade. The plays focus on promoting character development and topics include death, prejudice, manners, senior citizens, responsibility for others, and positive thinking. In each play, there is a flexible number of parts, and roles may be played by boys or girls. The roles are usually of equal length and importance. The plays usually take 10 to 15 minutes to perform, and a minimum amount of time is needed for practice. Dialogue does not have to be memorized. Props and costumes are not required. The situations presented in the plays parallel real life situations and provide a nonthreatening forum for class discussions; discussion

questions following each play give students the opportunity to offer their own insights and personal examples of the problems presented and to find their own solutions. (CB)

ED 273 745 CE 044 631

McDole, Thomas L.

Management Planning for Workplace Automation.

PUB DATE- 19 Jun 85
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adjustment (to Environment); *Automation; *Change Strategies; Employer Employee Relationship; Office Machines; *Office Management; *Offices (Facilities); Personnel Management; Planning; *Work Environment

Several factors must be considered when implementing office automation. Included among these are whether or not to automate at all, the effects of automation on employees, requirements imposed by automation on the physical environment, effects of automation on the total organization, and effects on clientele. The reasons behind the success or failure of a computerized office system are many. Some key reasons are the following: failure of top management to back the concept and provide leadership, infighting and questions over turf and control, workers who fear job loss and workers who reject the new technology, incompetence in planning and implementing the system, lack of justification for the system, and failure to apply positive managerial skills. To be successful in implementing office automation, management must base any decision to automate on need, resolve the effects of automation on employees, revise the existing physical environment of the office, study and come to terms with the effects of automation on the total organization, and address the effects of office automation on the office clientele. (MN)

ED 273 774 CE 044 927

Olson, Elizabeth A.
National Conference on International Adult Education (2nd, Washington, D.C., March 28-29, 1985). A Summary Report.
District of Columbia Univ., Washington, D.C. Dept. of Adult Education.
PUB DATE- Mar 85
NOTE- 21p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - General (140)
DESCRIPTORS- *Adult Education; Cultural Exchange; *Educational Cooperation; Educational Needs; Educational Practices; Employment Opportunities; *Exchange Programs; *Global Approach; *International Education; *International Educational Exchange; Models; Postsecondary Education

This report provides brief reflections on the major themes of this conference at which approximately 100 academicians, practitioners, students, and administrators were present. In the opening session, Wilbert J. LeMelle stressed the importance of thinking about a developing world when planning for international educational exchange at the adult level. This theme was reinforced by a panel discussion in which participants shared their personal experiences in the area of international educational exchange. Beverly Cassara stressed that such experiences are not only personally enriching but that they are an important contribution to institutional and national development. This view was reemphasized by Arvonne Fraser, who went on to discuss the importance of women and women's organizations in re-education for development. Marcie Boucouvalas and Robert Graetz each spoke of the need to recognize that interconnectedness is our evolutionary imperative. Linda Morris addressed commonalities from the standpoint of individual growth and maturation. Another important theme of the conference, that of selecting and pursuing a career in international adult education, was addressed in papers by Marie Gadsden, Alfred Van Huyck, Ed Hamilton, Kitty McGee, Charlotte Morgan, Lydia Bond, and Carol Hoare. Yusuf Kassam, Michael Marquardt, James Hoxeng, Linda Forcey, James Votruba, Edmund Gleazer, and John Dale described some models for working in international adult education. (MN)

ED 273 801 CE 045 012

Smith, Christopher, Ed.
Training and Technology for the Disabled. Discovery III Conference Papers (Milwaukee, Wisconsin, March 10-12, 1986).
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
REPORT NO.- ISBN-0-916671-72-0
PUB DATE- 86
NOTE- 131p.
AVAILABLE FROM- Materials Development Center, Stout Vocational Rehabilitation Institute, Menomonie, WI 54751 ($17.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Career Choice; *Computer Oriented Programs; *Computers; *Disabilities; Elementary Education;

Microcomputers; Postsecondary Education; Secondary Education; Special Education; *Technological Advancement; *Vocational Evaluation; *Vocational Rehabilitation; Work Experience

Thirty-three papers are presented from a conference on the application of technology for use in the rehabilitation field. Presentations include "Technology--Opening Doors for Disabled People" (Rochlin, Bowe); "Management Information Systems Development for Rehabilitation Facilities: Critical Factors in Development and Implementation" (Robbins, et al.); "Technology for Children with Disabilities in Connecticut" (Rucker, Gillung); "Microcomputer Education for Employment of the Disabled (MEED): Discovering Microcomputer Careers" (Layton, Yourist); "Teaming the Classroom Computer with a Textbook for Teaching Phonics to the Hearing Impaired" (Hart-Davis); "The Student in the Thicket: Providing World of Work Experiences in an On-the-job Training Setting" (Hoppe); "A Study of Educational Computer Applications for Disabled Children Under 36 Months" (Ellingson, Treptow); "Disabled Access to Technological Advances" (Houston, Cress); "Bridging the Technological Gap" (Musante, et al.); "The Use of Computers in Vocational Assessment" (Tango, Reber); "Parents and Teachers Can Use Peripherals: A Training Perspective" (Hutinger); "Training Teachers to Use Microcomputers: A Consultant Approach" (Keefe); "Technology and Training Eligibility: The 'Fuzzy' Logic Approach to Computerized Vocational Choice" (Williamson); "Computer Speech Recognition for Vocational Training: Strategies and Observations" (Grooms); "Use of Computers for Cognitive Rehabilitation" (Wamboldt, et al.); "The Challenge and the Promise of Computer Access in the 21st Century" (Sloane); "Using LOGO and BASIC with Mildly and Moderately Handicapped Children" (Jolly); "Integrating Vocational Rehabilitation Operations through Automation" (Glass, et al.); "The Other Side of the Disk" (Krasnow, Floyd); "Clothing for Independent Living" (Albrecht, Habdas); "Innovative Software for Cognitive Rehabilitation" (Criter); "Developing Effective Rehabilitation Training Curriculums in Light of Current Technological and Socioeconomic Trends" (Smith); "Choosing Appropriate Input Mode/Device for the Pediatric Client" (Vargas); "Communicate to Educate" (Joseph); "Adapting an Information Desk Job Setting for the Visually-Impaired" (Black); "The Implementation of Computer Technology in a Special Education/Clinical Setting" (Lashway); "AppleWorks for the Special Education Teacher" (Paulson); "Vocational Evaluation Upgrade Program" (Traver); "Vocational Rehabilitation Engineering--What Is It?" (Anderson, Ross); "Personal Computer Assisted Vocational Evaluation (P-Cave)" (Tuck); "Introduction to Microprocessing and Academic Strategies for Developmental-Level College Students" (Griffey); "NU-VUE-CUE: Verbal Eyes Verbalize" (Clark); and "Integrating Assistive Device Machine-Readable Databases with Design, Fabrication, and Testing of Devices and Components for Successful Work Adjustment" (Shafer). Author, title, and topic indexes are provided. (YLB)

ED 273 830 CE 045 071

Ridenour, Harlan E., Ed.
Operating and Maintaining a Grain Drill. Lesson Plans.
Ohio State Dept. of Education, Columbus. Agricultural Education Service.; Ohio State Univ., Columbus. Agricultural Curriculum Materials Service.
REPORT NO.- AGDEX-742
PUB DATE- 84
NOTE- 114p.
AVAILABLE FROM- Ohio Agricultural Education Curriculum Materials Service, 2120 Fyffe Road, Room 254, Columbus, OH 43210-1099 ($14.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; *Agricultural Machinery; *Agricultural Production; Agricultural Skills; Behavioral Objectives; Classroom Techniques; *Equipment Maintenance; *Equipment Utilization; Field Crops; Learning Activities; Plant Growth; Records (Forms); Secondary Education; *Vocational Education
IDENTIFIERS- *Grain Drills

This set of lesson plans is designed for use in teaching vocational agriculture students the correct procedures for operating and maintaining a grain drill. The lesson plan package consists of the following components: (1) a teaching outline that is designed to teach students to understand, operate, lubricate, calibrate, troubleshoot, and store a grain drill; (2) a set of 38 transparency masters designed to reinforce the principles addressed in the teaching outline; and (3) a series of 24 informational and exercise handouts. (MN)

ED 273 873 CG 019 337

The Iowa K-12 Career Guidance Curriculum Guide for Student Development.
Iowa State Dept. of Education, Des Moines.
PUB DATE- Sep 86
NOTE- 270p.; Document printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Career Guidance; *Curriculum Guides; *Elementary Secondary Education; *Program Implementation; *School Counselors; *Student Development
IDENTIFIERS- Iowa

This guide was designed to be responsive to societal changes and to help young people learn how to live, learn, and make a living. The first chapter contains an introduction to and overview of the total guide and was written for a broad audience, including parents, school board members, administrators, and teachers. It emphasizes that quality programs of guidance services respond to the needs of all individuals in a comprehensive and developmental way. The second chapter develops a common vocabulary for the implementation or the redirecting of guidance program goals and objectives. The content of the chapter discusses the major program components, career guidance and counseling functions, and the planning process. The third chapter provides examples of a guidance curriculum for grades K-3, 4-6, 7-9, and 10-12. The fourth chapter provides information concerning the various standards, rules, and requirements contained in the Code of Iowa, Standards for Approved Schools, and the certification requirements that are presently in effect and which apply to all Iowa couneslors and school districts. The chapter also provides detailed program guidelines, including evaluative criteria. The final chapter contains a listing of resources that may be of assistance to counselors as they implement or redirect programs of guidance services. (NB)

Stempel, Jennifer J.; And Others
The Effects of Alcohol on the Speed of Memory Retrieval.
PUB DATE- Aug 86
NOTE- 11p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Alcoholic Beverages; *Cognitive Processes; College Students; *Drinking; *Females; Higher Education; *Memory

Recent research has clearly indicated that intoxication with alcohol impairs memory. The present study investigated the effects of alcohol on retrieval from long-term memory by using a set of cognitive decision tasks. Subjects (N=24) were female college students in good health not taking oral contraceptives. Subjects were administered 0 or 1.0 ml/kg body weight of absolute alcohol (vodka) diluted in a lemonade and peppermint masking solution. After time for alcohol absorption, subjects made physical, lexical, and semantic decisions about pairs of words. Intoxicated subjects responded significantly more slowly than placebo subjects for the lexical and semantic decision, although there were no alcohol effects observed in reaction times. These results suggest that alcohol-induced memory defects may be the result of a slower rate of cognitive operations on the part of intoxicated subjects that impairs the efficiency of their working memory operations. (References are included.) (Author/ABL)

ED 273 930 CS 008 542

Thompson, Stephen J.
Secondary Reading Course Information Exchange: Colleges of Education Respond to State Certification Requirements.
PUB DATE- Apr 86
NOTE- 19p.; Paper presented at the Annual Meeting of the International Reading Association (31st, Philadelphia, PA, April 13-17, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Higher Education; Information Needs; *Information Networks; *Information Sources; Information Utilization; Inservice Teacher Education; *Preservice Teacher Education; Reading Instruction; Reading Skills; *Reading Teachers; Secondary Education; *Teacher Certification; *Teacher Education Curriculum
IDENTIFIERS- *Teacher Certification Tests

Prepared for college-level secondary reading course instructors and others involved with preservice and inservice teacher education, this paper introduces the Information Exchange as a vehicle for sharing resources in an effort to meet secondary reading certification requirements. A statement outlining these requirements, supplemented by Appendix A, which lists seven national surveys of certification requirements for secondary reading, establishes the need for the exchange. Suggested guidelines for the development of preservice secondary reading courses include the following factors: (1) attitude, knowledge, and skill objectives; (2) well-developed field experiences; and (3) course concepts models. Appendix B gives an annotated list of information sources for the education course on secondary school reading, with information categories parallel to those on the Secondary Reading Course Information Exchange Form: course description, course objectives, assignments, field experience, simulations, modules, audio visuals, and computer software. Appendix C is the Information Exchange Form, which teachers may use to join the Exchange. (JD)

ED 273 959 CS 209 964

Lazere, Donald
Composition for Critical Thinking: A Course Description.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- 82
NOTE- 110p.; Appendix 6 contains light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Development; *Course Content; *Critical Thinking; Cultural Awareness; Data Interpretation; Evaluation Methods; Evaluative Thinking; Expository Writing; Higher Education; *Intellectual Development; Logical Thinking; Mass Media Effects; Persuasive Discourse; Political Influences; Political Socialization; Research Skills; *Rhetorical Criticism; Secondary Education; Student Reaction; *Writing Improvement

Intended for college or secondary school teachers of courses beyond the basic level in freshman English and composition, this course description treats components of composition for critical thinking, including semantics, tone, logic, and argumentation, and their application to writing critical, argumentative, and research papers. The introduction discusses current theory, research, and teaching in composition. The course outline is designed for two 15-week terms, each with a set of required readings and writing assignments. The first term portion of the outline covers the following topics: basics, exposition, and development; fact, opinion, and evidence; logic and argumentative rhetoric; causes and patterns of subjectivity, partisanship, and bias; political rhetoric and semantics; and rhetorical/semantic/political analysis of mass media. The second term portion of the outline is structured to cover (1) an introduction to research and to information evaluation; (2) fact, opinion, and evidence; (3) logic and argumentative rhetoric; (4) causes and patterns of subjectivity, partisanship, and bias; (5) political rhetoric and semantics; and (6) rhetorical/semantic/political analysis of mass media. A postscript is included in which students' feedback to actual "composition for critical thinking" courses is discussed. Appendices include: a list of current periodicals with a center-conservative to center-liberal orientation; suggestions for research paper topics; a checklist for analyzing arguments; and a semantic calculator for bias in rhetoric. (JD)

ED 273 973 CS 210 031

Rank, Hugh
Questions You Can Ask about Advertising.
PUB DATE- 82
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Advertising; Interpersonal Communication; *Language Usage; *Persuasive Discourse; Propaganda; Speech Communication
IDENTIFIERS- *Intensify Downplay Approach

The Intensify/Downplay schema is a useful pattern for analyzing communication, persuasion, and propaganda. All people intensify and downplay as they communicate in words, gestures, numbers, and so on. But, "professional persuaders" have more training, technology, money, and media access than the average citizen. The three most common ways in which persuaders intensify are repetition, association, and composition. The three most common ways in which persuaders downplay are omission, diversion, and confusion. Individuals can better cope with organized persuasion by recognizing the common ways in which communication is intensified or downplayed, and by considering who is saying what to whom, when and where, and with what intent and what result. (HTH)

ED 273 987 CS 210 072

Strickland, James
Problems and Promises: Invention on the Computer.
PUB DATE- 84
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Computer Assisted Instruction; *Heuristics; Higher Education; *Rhetorical Invention; Secondary Education; *Teacher Student Relationship; Teaching Methods; Writing (Composition); *Writing Instruction; *Writing Processes

Teaching invention strategies on the computer offers solutions to the problems of selection and presence by providing a variety of invention strategy alternatives. These strategies inform the teacher of the rhetorical task at hand and allow communication to exist at all stages of writing. A writer using a computer and a pool of heuristic applications has available a range of strategies appropriate to both different rhetorical situations and to various moments within the writing process. The computer can help the writer to become more aware of options by prompting with a series of randomly selected heuristics, allowing the teacher to intervene earlier and more effectively in the writing process than is typically the case. An assignment programmed into the computer enables the writer to begin the heuristic activity immediately and the teacher to be present, influencing how student writers first represent the writing problem to themselves. The computer allows teachers to offer a variety of heuristic strategies and to be present to the writer at the time when most needed--during the composing process itself. The computer changes the way teacher and student approach writing by representing it as invention centered and process oriented. Twenty-four references are listed. (Author/JD)

Lawton, Stephen B.
Public, Private and Separate Schools in Ontario: Developing a New Social Contract for Education?
PUB DATE- Apr 86
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142) Historical Materials (060)
DESCRIPTORS- *Catholic Schools; Civil Rights; *Constitutional Law; Court Litigation; Educational History; Elementary Secondary Education; Foreign Countries; *Private Schools; *Public Education; *Public Schools; Public Support; School Choice
IDENTIFIERS- *Canada; Commission on Private Schools in Ontario; *Ontario; Quebec

The government of Ontario announced in 1984 that it would begin to fund Catholic high schools in 1985. Prior to this announcement, Ontario had operated since the 1800s under a system that provided for the public funding of a dual system of Protestant and Catholic public elementary schools and a single system of nondenominational secondary schools. Since the majority of Ontario's residents were non-Catholic, this arrangement developed into a system of essentially nondenominational public elementary and secondary schools supplemented by alternative public, Catholic elementary schools and a scattering of private schools of various types. This system of alternatives is now being extended into secondary education. The change raises a number of legal and constitutional questions, however. This paper reviews the historical factors behind the creation and development of Ontario's public school system, examines the constitutional issues raised in relation to Canada's Constitution Act of 1867 and the recently adopted Canadian Charter of Rights and Freedoms, presents the findings of the Commission on Private Schools in Ontario (created when the decision to fund Catholic high schools was announced), discusses recent court decisions relevant to the issues, and suggests possible ways in which the debate may be resolved. Twenty-six footnotes are appended. (PGD)

ED 274 084 EA 018 848

Gates, Philip E.; Wall, Cheryn
Community Involvement Pays Off.
National School Boards Association, Alexandria, VA. Educational Policies Service.
PUB DATE- Oct 86
NOTE- 5p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Board of Education Policy; Bond Issues; College School Cooperation; *Community Involvement; Declining Enrollment;

*Educational Change; Educational Facilities Planning; Educational Objectives; Elementary Secondary Education; *Master Plans; School Budget Elections; School Closing
IDENTIFIERS- Excellence in Education; *Scottsdale Unified School District AZ

After closing a high school in 1983, the Scottsdale, Arizona, Unified School District needed to regain community confidence and support. Assisted by the dean of the Arizona State University College of Education, the school board agreed on four goals: (1) an instructional program that ensures all students will master competencies required for successful life; (2) a system of recognition and reward that acknowledges excellence in performance by employees; (3) a long-range plan for resource utilization; and (4) a system that ensures effective participation by citizens and staff in evaluation and planning. As the next step, the board employed a facilitator to work with the community to conduct a complete review of the school system program within the framework of the four goals. The result was a report, "Citizens for Effective Schools," that addressed 96 issues and included approximately 200 recommendations. One of these recommendations resulted in the adoption of a facility and/or boundary change policy. A 60-member citizen committee was established to help create a 5- to 10-year facility master plan. Citizens organized to get voters to approve a bond to construct annd renovate school facilities and a budget override that, among other things, raised teachers' salaries. The board's actions raised the confidence of the community. Of the parents surveyed, 72 percent gave the school system a rating of "good" or "outstanding." (MLF)

ED 273 845 CE 045 102

Thomas, Hollie B.; And Others
Linkage between Vocationally Trained Participants and Industry Registered Apprenticeship Programs: A Study of Barriers and Facilitators. Final Report.
Florida State Univ., Tallahassee, FL. Dept. of Educational Leadership.
SPONS. AGENCY- Florida State Dept. of Labor and Employment Security, Tallahassee.
PUB DATE- Aug 83
NOTE- 129p.; For the related implementation manual, see CE 045 104.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Apprenticeships; Cooperative Planning; Cooperative Programs; Educational Planning; Education Work Relationship; *Institutional Cooperation; *Linking Agents; Postsecondary Education; *Program Attitudes; Program Development; *School Business Relationship; Secondary Education; Trade and Industrial Education; *Vocational Education
IDENTIFIERS- *Linkage

The study described in this report was conducted to identify the barriers and facilitators to establishing a system of linkages between vocational education and apprenticeship programs. Following an extensive review of literature that showed various barriers to linkages and described some facilitating steps, data were collected through an initial open-ended interview and later through a structured questionnaire that was developed from the responses given to interview items. Forty-six people in vocational education and apprenticeship administration were interviewed, and the resultant survey was mailed to a sample of 288 persons--vocational education personnel and administrators, apprenticeship administrators, and apprenticeship instructors. A total of 106 surveys (38 percent) were returned. The results of the questionnaire contributed information regarding priorities for effecting successful linkage arrangements and suggested efficient, effective, and attainable mechanisms for addressing potential sources of conflict. Some of the barriers cited by respondents were (1) existing organizational practices and procedures, (2) lack of domain consensus, (3) personnel attitudes and perceptions, and (4) lack of communication and awareness. Steps to address these barriers were suggested by respondents. Their ideas are summarized in a manual on implementation of linkages between vocational education and apprenticeships that was produced by this project. (KC)

ED 273 859 CG 019 307

VandeCreek, Leon
Models of Service Delivery for the Elderly Mentally Ill.
PUB DATE- 26 Aug 86
NOTE- 16p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986). For related document, see CG 019 324.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Delivery Systems; *Health Needs; *Mental Health Programs; *Models; *Older Adults; *Outreach Programs; State Action

This paper is concerned with the problem that elderly persons do not seek or receive mental health services as frequently as their numbers or the incidence of mental health problems would indicate is appropriate. The report focuses on the identification of innovative mental health service delivery programs which have been designed to reach and to help the elderly. Several data collection procedures used to obtain information about model programs of this kind are described, including a literature review, telephone contacts with authors of model programs, inquiries to the Office of Aging to learn about federally-funded projects, telephone contacts with state offices of aging and offices of mental health, and a snowball sampling technique. Prior studies of model mental health programs are reviewed, state-level initiatives are described, and 10 services needed by the elderly are listed. Nine conclusions drawn from the review of model programs are presented and nine characteristics of innovative programs are noted. A summary section contains ideas for possible directions for Pennsylvania to take in the delivery of mental health services to the elderly in the areas of; (1) education; (2) packaging; (3) specialized services; (4) variety of services; (5) prioritizing disorders; (6) local initiative; (7) organizational linkages; (8) cross training; (9) lead agency; (10) program evaluation; and (11) service delivery models. Future directions and research plans are discussed. (NB)

ED 273 902 CG 019 366

Anderson, Dale Robert
Prevention of Child Maltreatment: The Use of Social Support Systems.
PUB DATE- Jan 86
NOTE- 45p.; Doctor of Psychology Research Paper, Biola University, California.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Child Abuse; Child Neglect; Children; Church Role; Family Problems; *Prevention; *Social Isolation; Social Networks; *Social Support Groups

A review of the clinically relevant literature on prevention of child maltreatment was conducted in an attempt to provide: (1) a definition and theoretical understanding of some aspects of prevention, child maltreatment, and social support systems; (2) a proposal of the usefulness of social isolation as an important theme in interpreting the results of research; and (3) information valuable to the clinician, researcher, and religious leader in developing effective programs. Some psychologists have adopted a medical/treatment model for dealing with child maltreatment while other community psychiatrists, psychologists, and social workers have preferred a community/educational model. The Christian church has offered pastoral counseling, fellowship groups, and home visitors. Proposed treatment orientations have generally adopted an ecological perspective. This approach is comprehensive enough to encompass the multiple factors that have been correlated with child maltreatment, including factors involving family interactions, the immediate environment, and the culture of those affected. The isolation of the family has been shown to be an effective unifying theme throughout the literature on child maltreatment. This isolation can be partially countered by the development and effective use of social support systems. Both the psychological and the religious communities acknowledge the importance of support systems in preventing child maltreatment. While treatment will always be needed, prevention must become a priority in combating child maltreatment. A six-page reference list is provided. (NB)

ED 273 916 CG 019 381

Farley, Pamela J.
Private Health Insurance in the United States, National Health Care Expenditures Study. Data Preview 23.
National Center for Health Services Research and Health Care Technology (DHHS/PHS), Rockville, MD.
REPORT NO.- DHHS-PHS-86-3406
PUB DATE- Sep 86
NOTE- 108p.; Data from the Health Insurance/Employer Survey of the 1977 National Medical Care Expenditure Survey.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adults; *Financial Support; *Fringe Benefits; *Health Insurance; National Surveys
IDENTIFIERS- *Health Care Costs

This report presents estimates on private health insurance for 1977, based on the National Medical Care Expenditure Survey (NMCES). The NMCES obtained information on private insurance policies in force in 1977 from the employers and insurance companies of a nationally representative sample of the civilian noninstitutionalized population. A brief discussion of the financing of health care through private health insurance and the importance of employer-sponsored plans is included. A detailed description of insurance benefits of the population under age 65 in the United States is provided. Their insurance is characterized in terms of the inclusion of specific health services, the provisions of basic and major medical insurance, and the benefits applicable to expenses for a variety of health services. The distribution of insurance characteristics is described in general and in relation to group enrollment, employment, and the characteristics of insured persons. The description of private health insurance in the United States incorporates more recent data from other sources to complement the more detailed and comprehensive estimates from NMCES. Eleven summary tables, 75 tables, and 13 figures are included in the text. (Author/NB)

ED 273 945 CS 209 681

Soter, Anna O.
Writing: A Third "Language" for Second Language Learners Becoming Members of New "Rhetorical Communities."
PUB DATE- 85
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Arabic; Bilingualism; Comparative Analysis; Cultural Influences; Discourse Analysis; Elementary Secondary Education; English (Second Language); Foreign Countries; Holistic Evaluation; Narration; *Sociocultural Patterns; Vietnamese; Writing Evaluation; *Writing Research
IDENTIFIERS- Australia

A study explored the notion of writing as a sociocultural act in order to discover whether and how native cultural literacy and literary influences manifest themselves rhetorically and stylistically. Data were collected from 223 students in Australian grades 6 through 11, and representing three linguistic and cultural groups: Vietnamese, Arabic-speaking Lebanese, and native English speaking (NS). Each subject wrote a simple narrative bedtime story which was rated using a holistic/analytic evaluation scheme, and rhetorical and stylistic patterns. The results indicated the following: (1) stories from all three groups contain attributes of settings, character, and action, although the manner in which these are presented differs; (2) the groups place different emphases on action and event, with the Vietnamese students appearing more concerned with presenting context for their stories than did the other groups; (3) when a plot is present, the stories show characteristic beginnings and happy endings; (4) the Vietnamese prefer including the events which bring about the telling of the story in the first place; (5) the Arabic students prefer using more detailed description than the other two groups, and (6) the native speaking subjects in both grades showed the same pattern for storytelling--little introductory detail, little digression to attributes of characters or setting, little evidence of reflection on action, and a clear forward movement as the sequence of events occurs. (Tables of data are included and a 50-item reference list is appended.) (HTH)

ED 274 002 CS 505 361

Nugent, Susan Monroe, Ed.
Integrating Speaking Skills into the Curriculum.
New England Association of Teachers of English.
PUB DATE- 86
NOTE- 48p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 23538, $4.00 member, $4.50 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Cognitive Mapping; Communication Apprehension; *Critical Thinking; Drama; Higher Education; Secondary Education; *Speech Communication; *Speech Curriculum; *Speech Instruction; Speech Skills; *Teaching Methods; Writing Processes

Stressing the importance of incorporating speech skills throughout the curriculum, the articles in this journal provide ideas for developing speaking skills in all subjects and at all levels. The titles of the articles and their authors include the following: (1) "Speaking Skills: A Few Tips from an Old Timer" (Geoffrey R. Butler); (2) "Storytelling: A Process-Oriented Approach" (Amelia Goss and Mary Batchelder); (3) "Speech and Technical Writing: A Combined Approach" (Linda A. Desjardins); (4) "Challenging Verbal Passivity" (A. Jane Hamilton); (5) "The Play's the Thing: Students Acting Shakespeare" (Cheryl Christian); and (6) "The Rhetorical Cycle: Reading, Thinking, Speaking, Listening, Discussing, Writing" (Rodney D. Keller). The final two articles address the need to stress cognitive skills. "ERIC/RCS Update: Teaching Thinking Skills in English/Language Arts" (Fran Lehr) provides resources for teaching thinking, while "Mapping and the Developmental Writer" (H. Eric Branscomb) outlines a method for mapping papers that could also be used to map speeches. (SRT)

ED 274 028 EA 018 771

Patterson, Jerry L.; And Others
Productive School Systems for a Nonrational World.
Association for Supervision and Curriculum Development, Alexandria, Va.
REPORT NO.- ISBN-0-87120-136-4
PUB DATE- 86
NOTE- 128p.

AVAILABLE FROM- Publication Sales, Association for Supervision and Curriculum Development 125 North West Street, Alexandria, VA 22314 (Stock No. 611-86022; $7.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change Strategies; *Decentralization; *Educational Change; Educational Environment; Elementary Secondary Education; Integrity; *Leadership; Models; *Organizational Change; Power Structure; *School Effectiveness
IDENTIFIERS- Power

Changing student demographics, legislation improving standards and access, and increasing community expectations are creating instability in the nation's education system. Also, public confidence in schools' effectiveness has eroded. This treatise draws on sociology, corporate studies, and effective schools research to understand how education systems operate in a nonrational world. After contrasting decision-making processes in two fictitious school districts representing rational and nonrational organizational models, the study advances the latter as a more accurate and logical interpretation of reality. Two chapters further refine nonrationality in terms of decentralized goals, power, decision-making, external environment, and teaching process. Later chapters examine school organizational culture, strategic planning, empowerment, and leadership applications. The final two chapters apply nonrational theory to schools, showing how efficacy and integrity can be restored to schools in an era of change. The analysis shows that school organization need not be based on outmoded, centralized procedures that don't work. Instead, a school's central mission can accommodate multiple and competing goals, compromise, an open-ended power structure, a volatile environment, a wide range of teaching methods, and tenuously connected policies and classroom procedures. Included are 96 references. (MLH)

ED 274 056 EA 018 816

The New England School Effectiveness Project: A Facilitator's Sourcebook.

Department of Education, Boston, MA. Region 1.; Northeast Regional Exchange, Inc., Chelmsford, MA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 83
NOTE- 173p.; Best copy available. Some pages will not reproduce clearly; some pages are cut off at bottom.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Collected Works - Proceedings (021)
DESCRIPTORS- *Change Strategies; Communication Skills; Educational Assessment; *Educational Change; Educational Improvement; Group Dynamics; Instructional Leadership; Occupational Information; Principals; Quality Circles; Research Utilization; *School Based Management; *School Effectiveness; Secondary Education; Workbooks; Workshops
IDENTIFIERS- *Effective Schools Research; *Facilitators

The School Team Facilitator assists participating New England secondary schools in planning and implementing improvement efforts based on school effectiveness research. This publication, distributed at a team training conference, begins with the conference schedule, a list of facilitators, instructions on choosing a school team, and letters to teachers and principals. The next section, titled "Concepts," contains reprints of articles from "American Education" and "Educational Leadership." These are: "Effective Schools: Accumulating Research Findings" (Michael Cohen); "Classroom Management and Learning" (Jere E. Brophy); "The Effective Principal" (Judith Warren Little); "Guidelines for Improving Teacher Quality" (Gary A. Griffin); "How Teachers' Expectations Affect Results" (Thomas L. Good); "The Role of Testing in Effective Schools" (Andrew C. Porter); and "Academic Press: Translating High Expectations into School Policies and Classroom Practices" (Joseph F. Murphy and others). These are followed by "Approaching the Research on Effective Schools and Effective Classrooms" (a working draft compiled by Thomas Mullikin). The next section, entitled "Tools and Strategies," includes "Quality Circles" (Larry Chase); and "How to Be a Good Facilitator" (Michael Doyle and David Strauss); a series of guides for working with groups; and single sheets for planning and scheduling. A team leader bibliography concludes the document. (MLF)

ED 274 125 EC 190 299

Kimeldorf, Martin
Teaching Is Dramatic. Recreational Drama and Group Activities for Educators, Trainers, and Facilitators.
PUB DATE- 85
NOTE- 102p.; For related document, see EC 190 300.
AVAILABLE FROM- Ednick Communications Inc., P.O. Box 3612, Portland, OR 97208.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Disabilities; *Dramatics; Elementary Secondary Education; *Games; Interpersonal Competence; Job Application; Physical Activities; Playwriting; Role Playing; Skits
IDENTIFIERS- *Improvisation
The guide to dramatic activities is appropriate for use with handicapped children and adults as well as the non-handicapped. The introduction notes the value the dramatic arts can have for students, suggests that special education often focuses primarily on the student's inabilities rather than abilities, and notes that career and job-seeking skills can be learned through drama. Three major program steps are included. The section on Program Step 1, "Theatre Games," offers teachers guidance for leading specific group games, body warm-ups, activities to get in touch with one's senses, and games with partners. The next program step is "Teaching Dramatic Structure through Short Skits" with suggestions for choosing a skit script, introducing the script, directing a short script, teaching character and plot analysis, preparing for performance jitters, and directing longer multiple scene scripts. The final program step is "Improvisation." This step covers the dramatic structure used in improvisations, suggested non-verbal and verbal improvisation exercises, inventing improvisations, and using improvisation to develop social skills for daily living. Two final sections cover playwriting and script development and program planning tips. Appendices contain brief essays by teachers using the program, a student essay, and a sample improvised script on the subject of job finding. (DB)

ED 273 759 CE 044 910

Shaw, Melvin; And Others
Adult Education Guide to ESL Literacy Curriculum. Courses 101-103.
Chicago City Colleges, IL. Chicago Urban Skills Inst.
PUB DATE- 84
NOTE- 256p.; For a guide to subsequent levels, see CE 044 909.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Programs; Behavioral Objectives; *Classroom Techniques; *Course Organization; Educational Resources; *English (Second Language); Functional Literacy; Guidelines; Instructional Materials; Lesson Plans; Limited English Speaking; *Literacy Education; Second Language Instruction; *Teaching Methods

This guide was developed to meet the needs of the increasingly large number of nonliterate and semiliterate adult English-as-a-second-language (ESL) learners in the Chicago metropolitan area. It is suitable for learners who are illiterate or semiliterate in their native languages, or who are literate in a language using a non-Roman alphabet. The guide is organized in five sections. The first section is an introduction that identifies ESL literacy and learners and discusses how teachers can help these students. Part II contains the communication objectives for courses 101-103. Each objective has nine components, including course number and communication objective number, title, sample life situations, sample language, competencies, literacy skills, notes to the training specialist, related higher-level objectives, and a suggested lesson outline. In Part III, oral and written teaching strategies are discussed, and materials are suggested. Part IV presents a sample lesson on telling time, while the final section provides an annotated bibliography of classroom materials and a bibliography of professional resources. (KC)

ED 273 789 CE 044 965

Thompson, Orville E.; And Others

Profile of Vocational Agriculture Teachers: Trends in Number, Sex, Preparation, and Satisfaction of Credential Recipients.

California Univ., Davis. Dept. of Applied Behavioral Sciences.

PUB DATE- Sep 86
NOTE- 81p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Agricultural Education; Career Choice; Comparative Analysis; Demography; *Employment Patterns; Faculty Mobility; Females; Job Placement; *Job Satisfaction; National Surveys; Rural Areas; Secondary Education; Sex Differences; State Surveys; *Teacher Characteristics; *Teacher Education; Urban Areas; *Vocational Education
IDENTIFIERS- *California

Three studies compared the characteristics, preparation, and job satisfaction of male and female vocational agriculture teachers. The first was a national survey of teacher educators and administrators from 64 institutions (of 79 originally contacted) that prepare high school agriculture teachers. The other two studies examined the entire population of California high school vocational agriculture teachers who received their credentials between 1975 and 1984. Despite the drastic decline in the number of graduates from credential programs over the past 10 years, the percentage placed in high school teaching programs has remained fairly stable. Women have a consistently lower placement rate than men despite women's slightly higher availability. The placement problems of women varied with the region of the country. Although the California men were more likely than women to use their credentials, men and women were not significantly different in such areas as length of tenure, likelihood to switch schools or quit, or ability to handle a single-person department. Women still experience incidences of discrimination and generally have more difficulty in finding jobs and attaining acceptance as vocational agriculture teachers than do their male counterparts. A high percentage of credential recipients never teach high school, and many quit teaching fairly quickly. For those persons that remain in teaching, however, the level of satisfaction is quite high. (Appendixes include a six-page bibliography and the survey instruments.) (MN)

ED 273 816 CE 045 034

Harvey, Dexter; Cap, Orest
Confusion and the Older Adult. Module A-8. Block A. Basic Knowledge of the Aging Process.
Manitoba Univ., Winnipeg. Faculty of Education.
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- 86
NOTE- 25p.; For related documents, see CE 045 027-037.
GRANT- 6553-2-45
AVAILABLE FROM- Faculty of Education, University of Manitoba, Winnipeg, Manitoba, Canada R3T 2N2.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Programs; *Aging (Individuals); Behavioral Objectives; Gerontology; *Human Services; Learning Modules; *Mental Disorders; *Older Adults; *Service Occupations; Social Services; *Staff Development
IDENTIFIERS- *Confusion

This instructional module on confusion and the older adult is one in a block of 10 modules designed to provide the human services worker who works with older adults with basic information regarding the aging process. An introduction provides an overview of the module content. A listing of general objectives follows. Three sections present informative material on each of the three objectives. Topics are the meaning and signs of confusion, causes of confusion, and understanding the need for a proper assessment of individuals displaying signs of confusion and relating to the confused older adult (trust and respect, communication, familiarity with environment, sensory deficits, and companionship). Other contents include a summary and listings of selected readings. (YLB)

ED 274 015 CS 505 382

Cooper, Martha

A Private Issue Becomes a Public Issue: A Rhetorical Analysis of "Roe v Wade."

PUB DATE- 2 May 86
NOTE- 28p.; Paper presented at the Annual Meeting of the Eastern Communication Association (77th, Atlantic City, NJ, April 30-May 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Abortions; Court Doctrine; *Court Litigation; *Court Role; Federal Courts; Females; Medicine; Moral Issues; *Persuasive Discourse; Political Issues; Privacy; *Public Opinion; *Rhetoric; Rhetorical Criticism; Rhetorical Invention
IDENTIFIERS- *Roe v Wade

Supreme Court decisions tend to take the form of either (1) an act of justification or argumentation that defends the verdict of the communicator, or (2) a construction of a new symbolic reality that influences the world view of its audience. The "Roe vs. Wade" decision is an example of the merger of these two rhetorical functions. The court needed to defend its decision to abolish state anti-abortion laws and at the same time create a persuasive case for the new perception of acceptable conduct of abortion according to the trimester distinctions. The subsequent judgment on "Roe vs. Wade" was a compromise that elevated the importance of medical judgment, and the creation of a new standard with which the public could identify was weakened by this compromise. Predominate values behind the decision seemed to be legal tradition and the authority of the medical community. However, the one court declaration based on pathos and articulated in active, unequivocal language was the woman's right to privacy which created a new symbol or standard. The rhetorical nature of the court's decision justified the ruling, but it created new points of controversy for public debate. (SRT)

ED 274 070 EA 018 831

Rambo, Jack
Due Process in the Termination of Non-Contract Personnel.
PUB DATE- 86
NOTE- 14p.; Paper presented at the Annual Meeting of the Texas Association of School Business Officials (El Paso, TX, February 26-28, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; *Dismissal (Personnel); *Due Process; *Employment Practices; Guidelines; Legal Responsibility; School Business Officials

Due process in employment practices is guaranteed to school employees to the extent that they have constitutionally protected liberty and property interests in their employment. This paper reviews the responsibilities of school business officials at every stage in the employment process, from the original application for employment through termination and the responses that may follow termination. The paper first describes questions that can and cannot be asked of applicants. The hiring process is considered next, with particular attention paid to the screening of applicants and the thorough orientation of new employees. The paper's discussion of on-the-job procedures focuses on probationary periods, evaluations, and oral and written reprimands. The procedures to be followed if termination becomes necessary are spelled out next. The paper then considers the actions that terminated employees may take and reviews the questions that administrators must be able to answer positively if they are to be assured that they have followed due process adequately. (PGD)

ED 274 098 EA 018 863

Miller, Jon D.
Parental Involvement in the Schools: Causes and Effects.
PUB DATE- 18 Apr 86
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). This study was conducted by the Public Opinion Poll at Northern Illinois University (DeKalb) and sponsored by "Family Circle" magazine.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Attainment; Elementary Secondary Education; Multivariate Analysis; National Surveys; *Parent Participation; Parents; Performance Factors; Predictor Variables; *School Involvement; Sex

The parents of 746 children enrolled in grades from kindergarten through high school in 1985 were interviewed in a national study designed to identify factors affecting parent involvement in schools and education-related activities. Three kinds of parent involvement were measured: (1) willingness to visit the child's school three or more times during a year, or personalistic involvement; (2) active participation in a parent-teacher association, or supportive involvement; and (3) attentiveness to local school issues, or policy-oriented involvement. A logit analysis was conducted for each of these three types of involvement to develop three models of parental participation. The models revealed that the parent's gender was the strongest predictor of participation in all three cases, that the parent's educational level was a strong predictor of policy-oriented involvement, and that the child's grade level was a strong predictor of personalistic and supportive involvement. The demands placed on parents' time did not appear to affect the impact of gender on participation. Parents of younger children proved more child-oriented; this factor affecting participation appeared unrelated to gender or to parents' educational levels. The study suggests that parental involvement is a multidimensional construct that deserves further examination. (PGD)

ED 274 112 EC 190 285

Seidenberg, Pearl L.
A Framework for Curriculum Development for Secondary Learning Disabled Students. Long Island University Transition Project Learning How to Learn: A High School/College Linkage Model to Expand Higher Educational Opportunities for Learning Disabled Students. Position Paper Series: Document No. 3.
Long Island Univ., Brooklyn, NY.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 85
NOTE- 14p.; For related documents, see EC 190 286-288.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTORS- *Cognitive Development; College Bound Students; *College Preparation; *Curriculum Development; Higher Education; High Schools; *Learning Disabilities; *Metacognition; Secondary School Curriculum; *Study Skills; Young Adults

Research on the learning disabilities of adolescents and young adults and the findings on metacognitive development and its impact on academic learning provide a framework for the design and development of a secondary school curriculum foundation program for college bound learning disabled students. The major practical implications of the research on learning disabled secondary and postsecondary students are that many of these students frequently exhibit skill deficits in reading, related study strategies such as comprehension monitoring, notetaking, summarizing, outlining, and scanning, and that these students can be supported in a regular academic curriculum by teaching specific learning strategies that will help them meet the academic demands of secondary and postsecondary classrooms. The major practical implication of the research on metacognitive development is that students must be taught the factors involved in learning from text and how those factors interact to influence learner outcomes. General comprehension and specific study strategies as well as instruction related to learner characteristics should be components in instruction designed for learning disabled students. A 42-item reference list is appended. (Author/CB)

ED 273 974 CS 210 032

Rank, Hugh
The 30-Second Spot Quiz.
PUB DATE- 82
NOTE- 3p.; Excerpt from "The Pitch," 1982, by Hugh Rank.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Advertising; *Evaluation Criteria; Newspapers; Periodicals; *Persuasive Discourse; Radio; *Television Commercials

Based on the pattern of "the pitch" (Hi/Trust Me/You Need/Hurry/Buy), this sequence of questions can be used to focus on the "skeleton" underneath the surface variations of radio and television commercials, and newspaper and magazine ads. The five questions, which include evaluation criteria, are as follows: (1) What attention-getting techniques are used? (2) What confidence-building techniques are used? (3) What desire-stimulating techniques are used? (4) Are there urgency-stressing techniques used? and (5) What response-seeking techniques are used? (HTH)

ED 273 746 CE 044 648

Lawson, Patricia
Job Aids: Give the Readers What They Want.
PUB DATE- 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Check Lists; Guidelines; Instructional Materials; *Material Development; *Orientation Materials; Postsecondary Education; *Staff Development; *Technical Writing; *Training Methods
IDENTIFIERS- *Job Aids

The term "job aids" is a phrase used to describe a genre of ready-guidance tools or prompts that assist a person in performing a job or task. The purpose of job aids is to specify what is to be done, how to do it, the order in which it is to be done, and the standards to be met in doing it. Because job aids are not instructional materials per se, they do not take the form of reference material, tutorials, explanation, or detail. They do, however, take the form of diagrams, checklists, algorithms, flip charts, or online helps. Job aids should be succinct, procedural, visual, text based, tangible, and portable. Although they are not designed for use in all situations, job aids can be appropriate and effective tools for (1) training on the job, (2) outlining a procedure that contains more than five to seven steps, (3) presenting skills rather than knowledge or attitudes, (4) serving as a training substitute or supplement, (5) providing a convenient alternative to inaccessible reference material, and (6) detailing infrequent procedures or particular applications. When developing a job aid, it is important to plan its content, watch people perform the procedure to be described, talk to the people afterwards, do the task oneself, and test the job aid once it has been developed. When used in places where they are appropriate, job aids can often eliminate the cost of an instructor while reducing the learning curve of trainees who must use new techniques. (MN)

ED 273 775 CE 044 928

Douglas, Denise; Moreno, Robert
Mi Carrera. Volume I: Choose Your Future = Escoge Tu Futuro.
Santa Clara County Office of Education, San Jose, Calif.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Div. of Vocational Education.
PUB DATE- 85
NOTE- 260p.; For related volumes, see CE 044 929-931.
AVAILABLE FROM- Santa Clara County Office of Education, 100 Skyport Drive, M.C. 236, San Jose, CA 95115 ($11.00; four-volume set--$37.00).
LANGUAGE- English; Spanish
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Aspiration; Behavioral Objectives; *Career Education; *Career Planning; Employment Interviews; Females; Financial Support; *Job Search Methods; Learning Activities; Resumes (Personal); Salary Wage Differentials; Secondary Education; *Self Evaluation (Individuals); *Spanish Speaking; *Student Educational Objectives; Values; Values Clarification; Work Environment

This curriculum guide is the first of a four-volume set that is intended to improve career and vocational guidance services to Spanish-speaking students in grades 9 through 12. The first section, an introduction to the teacher, includes a discussion of goals and objectives, a note on the organization of the materials, suggestions for using them, a discussion of a few principles of career guidance, and notes on the student materials. The second and third sections consist of an English and a Spanish version of the four instructional units. Addressed in the individual units are the following topics: self-assessment (thinking about self, school, and work; the people in one's life; and identification of one's own values); the world of work (what work is like, where a paycheck goes, what different jobs pay, and how women figure in the work force); a job now (papers needed, techniques of summarizing personal facts and writing to get hired, places to look for work, and job interviews); and more schooling (choosing the best education for oneself, evaluating the choice made, planning, writing to get into school, and financing an education). Each section contains some or all of the following: vocabulary, instructional text, exercises, and a review quiz. Concluding the guide are supplementary classroom activities, including a note to the teacher, activities, and handouts. (MN)

ED 273 831 CE 045 072

Roediger, Roger D.; Barr, Harry L.

Approved Practices in Dairy Reproduction. Slide Script.

Ohio State Dept. of Education, Columbus. Agricultural Education Service.; Ohio State Univ., Columbus. Agricultural Curriculum Materials Service.
REPORT NO.- AGDEX-410/35.
PUB DATE- 84
NOTE- 56p.; Photographs may not reproduce well.
AVAILABLE FROM- Ohio Agricultural Education Curriculum Materials Service, 2120 Fyffe Road, Room 254, Columbus, OH 43210-1099 ($3.75; slides and script--$60.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; *Agricultural Production; Agricultural Skills; *Animal Husbandry; Classroom Techniques; *Dairy Farmers; Learning Activities; Postsecondary Education; *Reproduction (Biology); Scripts; Secondary Education; *Vocational Education
IDENTIFIERS- *Dairy Cattle Production

This slide script, part of a series of slide scripts designed for use in vocational agriculture classes, deals with approved practices in dairy reproduction. Included in the guide are narrations for use with 200 slides dealing with the following topics: the importance of good reproduction, the male and female roles in reproduction, selection of parents for reproduction, management of heifers for good reproduction, procedures for timing insemination for successful conception, heat detection practices, conception and growth of the embryo, nutrition and reproduction, dry cows, techniques for calving and caring for newborns, and procedures for timing rebreeding. (MN)

ED 273 874 CG 019 338

Lochman, John E.
Self and Peer Perceptions and Attributional Biases of Aggressive and Nonaggressive Boys in Dyadic Interactions.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.; North Carolina State Div. of Mental Health, Raleigh. Mental Retardation and Substance Abuse Services.
PUB DATE- Aug 86
NOTE- 28p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; *Attribution Theory; *Behavior; Children; *Intermediate Grades; *Males; *Self Concept; *Self Evaluation

(Individuals)

Recently, research has begun to identify the social cognitive dysfunctions that aggressive children display. Using noninteractive laboratory tasks, aggressive children were found to perceive more hostile intentions from others in ambiguous situations than did nonaggressive children. Research has not investigated if this bias occurs in truly interactive settings. This study hypothesizes that aggressive boys and nonaggresive boys will have differences in their absolute perceptions of their own and their peer partners' aggressiveness, and in their attributions for relative responsibility for aggression in actual social interactions. Aggressive (n=20) and nonaggressive (n=18) boys were selected from fourth and fifth grades at four elementary schools. Aggressive and nonaggressive behavior was identified by their teachers. Results indicated that aggressive boys did display different attributional processes about perceived aggression than did nonaggressive boys in actual social interactions. Perhaps the most notable finding involved the differential ways, in opposite status pairs, in which aggressive boys attributed relatively greater aggression to their peer partner than to themselves, while nonaggressive boys displayed the opposite pattern by perceiving themselves as being more aggressive than their partners. Aggressive boys' awareness of their own behavior may be enhanced in an intervention by using a role-playing procedure which incorporates their own and peers' behavior. (ABL)

ED 273 889 CG 019 353

Neely, Renee; Shaughnessy, Michael F.
Assessments and the Native American.
PUB DATE- 84
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- American Indian Culture; *American Indians; *Children; *Cultural Differences; Cultural Influences; *Culture Fair Tests; Elementary Secondary Education; *Evaluation Problems; Language Skills; Test Bias; Testing Problems; *Test Validity

This report summarizes some of the literature focusing on specific aspects of the cultures of American Indians and the concommitant testing and assessment problems. The issues of non-competitiveness, language barriers, and a high incidence of middle ear disease among American Indian children are examined as they affect the assessment process. The validity of cognitive measures, personality tests, neuropsychological evaluations, and interest inventories in testing American Indian children is discussed. Research is reviewed which examines some of the cultural differences that affect test performance and the assessment process, including test anxiety, locus of control, and self-esteem. Six problems frequently cited regarding the use of tests with minorities are listed: (1) inappropriate content; (2) inappropriate standardization samples; (3) examiner and language bias; (4) inequitable social consequences; (5) measurement of different constructs; and (6) differential predictive validity. Recent advances in psychometrics and test construction which have contributed to more equitable assessment of native American children are discussed, including the development of the Kaufman Assessment Battery for Children and the Kaufman Test of Educational Achievement, revisions and/or renorming of the Wide Range Achievement Test-Revised and the Stanford-Binet, Form L-M, and the use of various scales as an alternative to tests. Finally, a list of 18 strengths and positive characteristics of divergent groups and culturally different children is provided. A 32-item reference list is appended. (NB)

ED 273 931 CS 008 543

Roehler, Laura R.; And Others
A Descriptive Study of Teacher Explanation: A Final Report of the
1983-84 Study. Research Series No. 170.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- IRT-RS-170
PUB DATE- Jul 86
NOTE- 86p.
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($8.25).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires,

Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Elementary School Teachers; Grade 5; Intermediate Grades; Questioning Techniques; *Reading Instruction; *Reading Research; Remedial Reading; Skill Development; *Teacher Behavior; *Teacher Characteristics; *Teacher Effectiveness; Teacher Role; Teacher Student Relationship
IDENTIFIERS- *Teacher Explanation

Conducted as the third in a series of four investigations of teacher explanation of reading skills, a study examined the relationship between explicit teacher explanation and student awareness of lesson content and reading achievement gains. Subjects were seven fifth-grade teachers and their respective low-reading ability groups. The teachers were taught how to modify basal text prescriptions for a particular skill so that students would learn to use it as a strategy for discovering meaning rather than as a memorization exercise. In addition, the teachers were taught how to organize and structure a lesson so that students were explicitly introduced to a skill, had a model to follow, and were guided in applying it in a "real text." Data were collected by means of audiotapes of lessons and teachers' perceptions of the training they had received, student interviews, and pretests and posttests of student achievement. Results support earlier findings that teachers can be trained to be more explicit in their explanations and that such explicitness is related to improved student awareness of lesson content. As in earlier studies, however, no significant improvement was found in student achievement. Materials used in the training program and study are provided in seven appendixes making up the greater part of the document. Materials include rating forms, interview protocols, criterion measures, and a graded oral reading paragraph test. (FL)

ED 273 988 CS 210 076

Meyer, Margaret Dietz

Reviewing Children's Books Enhances College Students' Writing.

PUB DATE- 7 Nov 85
NOTE- 15p.; Paper presented at the Annual Meeting of the New York State Reading Association (19th, Kiamesha Lake, NY, November 5-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Book Reviews; *Childrens Literature; *Evaluation Criteria; Freshman Composition; Higher Education; Literary Criticism; Peer Evaluation; Rhetorical Invention; Writing Evaluation; *Writing Instruction

Designed for college freshman composition classes, this guide describes a writing assignment for teaching students to write a formal review of a favorite children's book. The book analysis worksheet serves as a springboard for questions and a vehicle for teaching persuasive discourse, the business of publishing, the organization of libraries, the commercial role of bookstores, and the criteria that make a book appropriate for readers of a particular age range. A guide for critiquing the book reviews is provided for peer evaluation. Finally, an essay evaluation scale covering ideas, organization, vocabulary, sentence structure, punctuation and mechanics, and spelling outlines the criteria for grading the revised version of the book review. (SRT)

ED 274 003 CS 505 362

Mayton, Shirley M.; Andersen, Janis F.
Help Me If You Can: Communication Characteristics of Acceptable Peer Helpers.
PUB DATE- 83
NOTE- 49p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Processes; Communication (Thought Transfer); *Communication Research; Counseling Theories; *Empathy; *Helping Relationship; Higher Education; Identification (Psychology); *Interpersonal Communication; *Peer Relationship; Perception; Social Cognition

A study identified communication characteristics that indicate an individual's perceived ability to offer informal therapeutic relationships to people in a social network. Subjects, 93 male and 130 female students from 16 randomly selected sections of a required speech communication course at a major state university, were assigned to one of three qualitative conditions (good, adequate, and poor) and then were asked to identify an individual in the classroom who exemplified the condition. Results showed that adequate and good helpers were found to be similar to one another, while poor helpers were found to be significantly different from good and adequate helpers. Among other conclusions is that a communicator who is friendly and genuine tends to engage in empathic communication behaviors and is therefore perceived to have empathic understanding ability. Based on the results, a model for a desirable peer helper was created. (A six-page list of references and tables of data are included.) (DF)

ED 274 043 EA 018 803

Peterson, Terry K.

Using Assessment Data To Promote the Principal As Instructional Leader.

PUB DATE- 11 Jun 85
NOTE- 9p.; Paper presented at the Assessment and Policy Conference of the Education Commission of the States and the Colorado Department of Education (Boulder, CO, June 10-13, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Evaluation; Educational Assessment; Elementary Secondary Education; *Evaluation Needs; Evaluation Utilization; *Institutional Evaluation; *Teacher Evaluation

IDENTIFIERS- South Carolina; South Carolina Education Improvement Act 1984

A coordinated system of assessment of principals, schools, and teachers can provide a broad base of informative data that can be used to enhance the instructional leadership provided by principals. Under its Education Improvement Act of 1984, South Carolina is incorporating eight elements into its coordinated assessment system: (1) assessment of the instructional leadership potential of candidates for employment as principals; (2) evaluation of the instructional leadership of current principals; (3) determination of principals' eligibility for incentive pay for instructional leadership; (4) assessment of process variables related to instructional improvement and assessment of school instructional goals, both for purposes of school site planning; (5) assessment of individual school performance for comparison with previous performance and with the performance of other groups; (6) determination of schools' eligibility for rewards for demonstrating instructional improvement; (7) evaluation of the instructional practices of teachers and teacher candidates; and (8) determination of teachers' eligibility for incentive pay for instructional performance. The specific characteristics to be evaluated in each of these eight areas are outlined in this document. (PGD)

ED 274 085 EA 018 849

Furtwengler, Willis J.
Reaching Success through Involvement--Implementation Strategy for Creating and Maintaining Effective Schools.
PUB DATE- 17 Apr 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Change Strategies; Cooperative Planning; Educational Change; *Educational Environment; *Educational Improvement; Elementary Secondary Education; *Organizational Theories; Problem Solving; Research Methodology; Research Needs; *School Effectiveness; School Organization; Social Theories; *Student Participation; Student School Relationship; Teacher Participation

The educational change strategy termed "reaching success through involvement" (RSI) has yielded promising results in creating school effectiveness. This paper analyzes the theoretical bases and practical applications of RSI strategy among 14 schools over an 8-year period. RSI theory assumes that educational organizations are dynamic social systems and that a strong learning culture results through changes in social agreements among members of the system (Homans 1950; Hall 1976). Administrators and teachers effect a strong learning culture by bringing students into the processes of involvement, problem solving, and identification. Eleven steps followed by 41 schools using RSI strategy include formation of a teachers' planning council and a student leadership group. Qualitative and quantitative data formed the analysis of culture and learning productivity. The "school report card" method provided ratings on productivity, culture, and "climate" based on detailed analysis. These categories contain evaluative components; for example, academic achievement, socialized behavior, and public image are components of productivity. The report presents a tabled composite of changes for 14 selected schools indicating degree of improvement in targeted areas. Schools classified as effective showed greatest improvement. Tentative findings supported RSI theory, though further research is needed concerning academic achievement and long-term changes in school culture. Fifteen references are appended. (CJH)

ED 273 760 CE 044 911

Bright, Jeffrey P.; Leibman, Suzanne

Listen & Communicate Book One (Part A). English as a Second Language. Supplemental Exercises. Courses 201-202. Field Test Copy.

Chicago City Colleges, IL. Chicago Urban Skills Inst.
PUB DATE- 85
NOTE- 254p.; For the teacher's guide to the ESL curriculum, see CE 044 909.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Communication Skills; *English (Second Language); *Grammar; Language Skills; Learning Activities; *Listening Skills; *Reading Skills; Second Language Instruction; Second Language Learning; Speech Skills; *Writing Skills

This book is designed to provide supplemental instructional materials for the "Adult Education Guide to ESL (English as a Second Language) Curriculum." Each unit covers several communications objectives outlined in the "Guide." The materials are intended for use along with both teacher-made and commercial materials. Materials are provided for two courses. The six units in Course 201 cover such topics as introducting and identifying oneself and others, greeting and saying goodbye, following classroom instruction, numbers, spelling, classroom objects, commands, money, expressing (not) understanding, family, and asking for emergency assistance. The five units in Course 202 address time expressions, describing daily routines, describing locations, identifying food, expressing likes and dislikes, asking for repetition or clarification, describing things, asking for things, identifying clothing, and describing physical/emotional state. Exercises are provided for each sub-unit within the unit. Listening, speaking, grammar, reading, and writing exercises are included. (YLB)

ED 273 817 CE 045 035

Harvey, Dexter; Cap, Orest
Nutrition and the Older Adult. Module A-9. Block A. Basic Knowledge of the Aging Process.
Manitoba Univ., Winnipeg. Faculty of Education.
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- 86
NOTE- 66p.; For related documents, see CE 045 027-037.
GRANT- 6553-2-45
AVAILABLE FROM- Faculty of Education, University of Manitoba, Winnipeg, Manitoba, Canada R3T 2N2.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Programs; *Aging (Individuals); Behavioral Objectives; Diseases; Drug Use; Food; Gerontology; *Human Services; Learning Modules; *Nutrition; *Older Adults; *Service Occupations; Social Services; *Staff Development

This instructional module on nutrition and the older adult is one in a block of 10 modules designed to provide the human services worker who works with older adults with basic information regarding the aging process. An introduction provides an overview of the module content. A listing of general objectives follows. Five sections present informative material on each of the five objectives. Topics are body changes due to aging and their effect on nutritional status, social factors that affect nutritional status, the basic food groups and their relationship to nutritional status, nutrition and chronic health conditions, and effects of drugs on nutritional status. Other contents include a summary and listings of selected readings and additional resources. (YLB)

ED 273 860 CG 019 324

Fleischer, Mitchell

A Statewide Key Informant Survey and Social Indicators Analysis.

PUB DATE- 26 Aug 86
NOTE- 20p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986). For related document, see CG 019 307.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Depression (Psychology); *Epidemiology; *Health Needs; *Mental Disorders; *Mental Health; Mental Health Programs; *Needs Assessment; *Older Adults
IDENTIFIERS- Pennsylvania

This needs assessment study of mental health needs of the elderly in Pennsylvania used a three-part approach. These parts were a review of existing data sources, an extensive key informant study, and a review of service delivery models. A recent study found a prevalence rate for mental illness in the elderly of 12.8%, more than 5% lower than the rate for the general population. This study also found that the elderly made fewer mental health visits to professionals than did younger adults. In a key informant survey, mental health and elderly services administrators were interviewed. Results of this survey showed the following: (1) loneliness, social isolation, and physical ailments were the most common risk factors for mental illness; (2) depression was the most common mental health problem; (3) the most important barriers to mental health services were stigma and the idea that problems were not mental health problems; (4) medical care and advice were the most common types of help received by needy elderly; and (5) refusal or resistance to receiving mental health services was the most important reason for keeping elderly in need from receiving service. Demonstration mental health service programs perceived lack of coordination between service providers and transportation as less important barriers to receiving mental health services than did non-demonstration mental health services providers. (ABL)

ED 273 903 CG 019 367

Hartman, Daniel Douglas
Adolescent Depression: Issues of Prevalence, Phenomenology, and Nosology.
PUB DATE- May 86
NOTE- 62p.; Doctor of Psychology Research Paper, Biola University, California.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adolescents; Classification; *Clinical Diagnosis; Clinical Psychology; *Depression (Psychology); *Evaluation Criteria; Incidence; Phenomenology; Research Methodology; *Research Problems

There appear to be four major schools of thought concerning adolescent depression: (1) depression as a clinical disorder is not possible before late adolescence or early adulthood; (2) depression in children and adolescents is a unique clinical entity, different from adult depression; (3) adolescents manifest depression in the same way as adults; and (4) depression as a disorder rarely occurs in early or middle adolescence. The current major issues in the study of adolescent depression involve conflicts concerning the diagnostic criteria for adolescent depression and its status as a valid clinical disorder. Although the prevalence of depression in adolescents has been extremely difficult to evaluate, recent research has revealed a homogeneous group of adolescents who manifest a related set of symptoms similar to an adult depressive disorder. While studies suggest that adolescent depression is more prevalent than traditionally thought, adolescent depressive disorder still remains only a descriptive concept and not a valid clinical disorder. Preliminary research is beginning to provide the evidence needed to establish adolescent depression as a distinct clinical disorder. The general state of methodology is improving the study of adolescent depression. Evidence derived from the research literature supporting the concept of adolescent depression as a clinical disorder is considerably stronger than it was a decade ago. Uncertainty regarding a valid and reliable means of diagnosis and classification remains the major obstacle to its empirical verification. Future efforts need to focus on developing more systematic methods of assessment and the adoption of a standardized set of diagnostic criteria. Six pages of references conclude the paper. (NB)

ED 273 917 CG 019 382

Bachrach, Christine A.; Horn, Marjorie C.

Marriage and First Intercourse, Marital Dissolution, and Remarriage: United States, 1982.

National Center for Health Statistics (DHHS/PHS), Hyattsville, MD.

REPORT NO.- DHHS-PHS-85-1250
PUB DATE- 12 Apr 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110) Collected Works - Serials (022)
DESCRIPTORS- *Divorce; *Females; Marital Status; *Marriage; National Surveys; *Remarriage; *Sexuality

This report presents data on the timing of first sexual intercourse in relation to first marriage, and the timing of marital dissolution and remarriage among ever-married women in the United States. The findings in this report are based on preliminary data from the National Survey of Family Growth, Cycle III, a survey conducted periodically on topics related to childbearing, contraceptive practice, and related aspects of maternal and child health. In Cycle III, conducted in 1982, interviews were completed with a probability sample of 7,969 women 15 to 44 years of age in the noninstitutional population of the conterminous United States. Sections are included on: (1) the timing of first sexual intercourse in relation to marriage; (2) dissolution of first marriage; (3) remarriage; and (4) related sources of data. Technical notes discuss the survey design, reliability of estimates, and definitions of terms. Three data tables, one figure, and 11 references are included. (NB)

Lentz, Richard
Mass Media and Deviance: Exploring the Boundaries.
PUB DATE- Aug 86

NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; Behavior Standards; *Black Leadership; Comparative Analysis; *Content Analysis; *Mass Media Effects; *Persuasive Discourse; Public Opinion; Social Attitudes; *Social Behavior; *Social History; Social Structure; Sociology
IDENTIFIERS- King (Martin Luther Jr); Malcolm X; *Media Role; Newsweek Magazine; Time Magazine; US News and World Report

Concurring that the more sociology and history draw upon each other's discipline, the better for both, this paper argues that the study of mass media presentations of deviance is one line of inquiry that lends itself to the realization of this dictum. The paper first explores some of the shortcomings that historians and sociologists share, noting that deviants have been regarded as people at the margins of clearly marked, relatively unchanging societal boundaries, when in fact the lines marking off deviance from conformity are typically fluid. The paper then discusses crises of symbols, in which deviance brings together in a sense of outrage an otherwise diverse community, and illustrates the point by using the crisis of symbols precipitated by Dr. Martin Luther King, Jr. and other radical Black leaders, and the reconciliation of the crisis achieved by three American news magazines. The rhetorical strategies used to dilute their radicalism and achieve the reconciliation are then explored: contraposing--juxtaposing the subject with opposing symbols; contradistinguishing--contrasting the subject with a counterpart to establish the subject's credentials by calling those of the counterpart into question; consanguinity--manipulating symbols to erase symbolically the distinctions between two figures; reincorporation--the gradual absorption into the mainstream of once radical leaders or institutions; and conversion--depiction of deviants who return to the fold. The paper concludes by noting that media depictions of deviance serve to reaffirm American society as constituted. Thirty-four footnotes are appended. (HTH)

ED 273 960 CS 209 976

Belanger, J. F.
Student Written Errors and Teacher Marking: A Search for Patterns.
SPONS. AGENCY- Educational Research Inst. of British Columbia, Vancouver.
PUB DATE- 30 Jun 86
NOTE- 120p.
LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cohesion (Written Composition); Diction; English Instruction; *Error Analysis (Language); *Error Patterns; *Feedback; Grade 12; High Schools; Language Usage; Punctuation; Sentence Structure; Spelling; Syntax; *Teacher Response; Teaching Methods; Writing Difficulties; *Writing Evaluation; *Writing Research; Writing Skills
IDENTIFIERS- Commas; Subject (Grammar)

A study examined whether patterns exist in the kinds and amounts of writing errors students make and whether teachers follow any sort of pattern in correcting these errors. Sixty compositions, gathered from a twelfth grade class taught by one teacher, were analyzed using the "McGraw-Hill Handbook of English." Student written errors were classified into five basic categories: (1) punctuation--commas, capital letters, and apostrophes; (2) subject-verb and pronoun agreement; (3) sentence structure errors--incomplete sentences and mistakes involving verbs, infinitives, conjunctions, and modifiers; (4) lexical and structural diction and spelling; and (5) miscellaneous, including syntax errors and letter format errors. Findings revealed that students made 3,870 English usage errors, of which one-third were corrected, and that no one manageable set of editorial usage rules could be used to improve significantly the writing of all of the students. In addition, the study established that the teacher followed no pattern for error correction. (Tables of data are included, and a checklist of errors is appended.) (JD)

ED 273 975 CS 210 033

Jeske, Jeffrey M.
Resources for Graduate Writing Instruction.

PUB DATE- 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Content Area Writing; Doctoral Dissertations; Graduate School Faculty; Graduate Students; *Graduate Study; Higher Education; Instructional Materials; Masters Theses; *Research Papers (Students); *Writing for Publication; *Writing Improvement; *Writing Instruction; Writing Research
IDENTIFIERS- Style Guides

A survey of graduate writing courses offered at United States universities revealed two rationales for providing graduate level writing instruction: (1) students are underequipped by their undergraduate training for more advanced work, and (2) graduate work demands a different kind and level of writing which schools have a responsibility to teach. Accordingly, this bibliography lists works to guide those writing at and beyond the graduate level and works suited for graduate writing courses. The bibliography is divided topically into five sections: (1) general books on research papers, theses, dissertations; (2) research guides; (3) writing guides for specific disciplines; (4) style guides and handbooks; (5) books on publishing; and (6) materials pertaining to graduate writing pedagogy. (SRT)

ED 274 029 EA 018 772

Hagans, Rex; Crohn, Leslie
State Curriculum Standards as a School Improvement Strategy.
Northwest Regional Educational Lab., Portland, Oreg.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 86

NOTE- 35p.; Some pages have small print.
CONTRACT- 400-86-0006
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Curriculum Development; *Curriculum Guides; Data Collection; Dropouts; Elementary Secondary Education; *Instructional Improvement; School Districts; *State Curriculum Guides; State Departments of Education; *State Standards; Student Educational Objectives
IDENTIFIERS- Alaska; Education Commission of the States; Hawaii; Idaho; Montana; Oregon; Washington

The education reform movement has inspired an impressive array of school improvement programs. This article categorizes these intitiatives, summarizes policy directions, explores recent state curriculum guidelines and Northwest trends, and discusses implementation challenges. According to an Education Commission of the States study, most initiatives focus on the classroom as the unit of change, require districts and schools to establish clear academic goals, and involve collections of student data to measure progress. The 50-state study also notes trends such as major reforms and funding increases in California and Florida and a focus in other states on decentralization, database research, curriculum alignment, basic skills, and business and political involvement. Guidelines differ, but most states are moving toward establishing detailed, skills-oriented, common learning curricula on which to base standards. Northwest and Pacific states' efforts echo these trends; information is given for Oregon, Alaska, Hawaii, Washington, Idaho, and Montana. Success of school improvement efforts will depend on how effectively state, district, and school levels work together and on interactions among policy, management, and service areas at each level. Raising curriculum standards may have both positive and negative effects on students. Along with higher achievement levels, schools might be facing increased numbers of dropouts, more stratification, and less student choice. Included are 3 figures and 16 references. (MLH)

ED 274 057 EA 018 817

Arnold, John
Progressive Education and Qualitative Reform.
PUB DATE- Mar 84
NOTE- 8p.; Paper presented at the Annual Conference of the National Association of Independent Schools (New York, NY, March 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; *Educational Improvement; Educational Objectives; Educational Principles; Educational Quality; Educational Theories; Elementary Secondary Education; *Nontraditional Education; *Progressive Education

Two principles of progressive education can be of particular value to meaningful educational reform in the 1980's: first, good education is holistic, inevitably and continuously connecting the learner to that which is to be learned; and second, good education can take many alternative forms. Putting the first of these principles into practice involves (1) relating course content to students' abilities to comprehend and use the subject matter, (2) focusing on student acquisition of knowledge rather than of information, and (3) avoiding teaching basic skills like reading and writing outside of the experiential context in which the skills are typically used. The second principle stands as a warning against seeking a perfect form of education that will work for everyone. Studies of schools offering experimental, progressive, and open education have indicated that, although students may not always obtain higher achievement scores at elementary and secondary levels, they may be better prepared to display the initiative required to take effective advantage of college and other postsecondary opportunities. It is significant that, despite a lack of coverage in the media, alternative educational programs are increasing and succeeding. (PGD)

ED 274 071 EA 018 832

Schulz, E. Matthew; And Others

The Association of Dropout Rates with Student Attributes.

PUB DATE- Apr 86
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Grade Placement; *Dropout Rate; Grade Repetition; Predictor Variables; Reading Achievement; Secondary Education; *Student Characteristics
IDENTIFIERS- Chicago Public Schools IL

Over 75 percent of the students enrolling as freshmen in Chicago's public high schools during 1978, 1979, and 1980 made up the sample for a study of the student characteristics that affected dropout rates. The characteristics assessed were reading achievement (as indicated by eighth-grade standardized test scores), age at enrollment in high school, sex, and race, as well as interactions among these variables. Loglinear and multiple regression analyses were used. Reading achievement, high school entry age, and their interactions accounted for 80 percent of the variation in dropout rates. The other 20 percent of the variation was accounted for by race and gender. High dropout rates among Hispanics and Blacks can be attributed to low reading achievement and the effects of being overage. When reading achievement and age are controlled for, Whites appear as likely to drop out as Blacks or Hispanics. Retention of students in primary grades appears to increase the dropout rate: the rate for overage students is 13 percentage points higher than that for normal-age students with identical reading scores. Dropout prevention policies should focus on raising reading scores and keeping students' ages at entry down. Studies to identify additional alterable variables should also be conducted. (PGD)

ED 274 126 EC 190 300

Kimeldorf, Martin
Help Wanted. 5th Version.
PUB DATE- 85
NOTE- 78p.; For related document, see EC 190 299.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Developmental Disabilities; *Drama; *Unemployment; Work Attitudes; Work Experience

Written to be acted by individuals with disabilities, the theme of this play is the world of work and unemployment. The play is intended to bring more public attention to the human problems caused by unemployment and underemployment as well as to provide the unemployed with guidance. Major characters include a developmentally disabled young man, a bankrupt businessman, and various unemployed individuals including a university professor, grocery store worker, and a wood worker. (DB)

ED 274 127 EC 190 601

Very Important Preliminary Steps for Mainstreaming. Revised.
Hampton Univ., VA.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- Feb 85
NOTE- 11p.; Prepared by the Mainstreaming Outreach Project.
GRANT- G008530165
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Consultation Programs; *Disabilities; Elementary Secondary Education; *Mainstreaming; *Parent School Relationship; Peer Acceptance; *Program Development; *Student Evaluation; *Success

Ten steps are usually necessary for successful mainstreaming of handicapped children: (1) Assess the handicapped child's readiness for mainstreaming; (2) Assess the parents' readiness level; (3) Meet with the school or agency's chief administrator; (4) Arrange visits to potential mainstreaming sites; (5) Confer with teachers at the chosen site; (6) Schedule a parent/teacher exchange at the selected site; (7) Assess the readiness of classroom peers to accept a handicapped child; (8) Provide a training schedule; (9) Arrange a meeting of the transdisciplinary team; (10) Set up an on-going consultation system. (DB)

ED 273 790 CE 044 967

Beukes, J. H.
Motivation for Postschool Training and Job Entry: Factors That Influence the Choice of Standard 10 Pupils. Research Finding MN-115.
Human Sciences Research Council, Pretoria (South Africa).
REPORT NO.- ISBN-0-7969-0285-2
PUB DATE- 86
NOTE- 48p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Aptitude; *Career Choice; Demography; *Education Work Relationship; Foreign Countries; Influences; *Outcomes of Education; Personality Traits; Post High School Guidance; Postsecondary Education; Research Needs; School Attitudes; *School Choice; Secondary Education; Student Characteristics; *Student Educational Objectives; Student Interests
IDENTIFIERS- *South Africa

A study examined the influence of such variables as aptitude, interest, personality traits, attitudes and aspirations, school achievement, and background on the post-high school training and career choices of secondary school students in South Africa. Data from various sources, including the Project Talent Survey begun in 1965 and continued with follow-up tests until 1980, the Human Sciences Research Council (HSRC) Register of Graduates, the National Institute for Personnel Research, the HSRC's Centre for Child and Adult Guidance, and television research conducted by the HSRC were analyzed. Conclusive evidence exists that certain measurable variables such as school achievement, aptitude, interest, and some biographical characteristics can be used to develop statistical models for predicting study success and subject preferences. Persons such as guidance and subject teachers, parents, and friends do not have a marked effect on pupils' occupational choices and career decisions. Pupils' choice of school subjects and success in these are closely linked to intellectual potential and have a significant effect on pupils' postsecondary schooling and occupational choices. The lack of research on the effect of technology, urbanization, provision of training opportunities, population growth, and change in salary structures on pupils' occupational choices and career decisions became evident during the study. Such research should be conducted and used to develop guidance strategies and methods for use in industry and education. (MN)

ED 273 802 CE 045 013

A Guide to Job Analysis: A How-To Publication for Occupational Analysis.

Employment and Training Administration (DOL), Washington, D.C.
PUB DATE- Mar 82
NOTE- 465p.
AVAILABLE FROM- Materials Development Center, Stout Vocational Rehabilitation Institute, Menomonie, WI 54751 ($12.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adults; Career Education; Employment Qualifications; *Job Analysis; *Job Skills; Job Training; *Occupational Information

Designed as a procedural manual for occupational analysts, this guide explains the job analysis approach used by the United States Employment Service (USES) system. Part 1 covers methodology and applications. Five chapters define job analysis terms and discuss major principles and applications of job analysis, conducting job analysis studies, writing job descriptions, organization charts, and workflow charts. Part 2 describes the job analysis components of work performed and worker characteristics. The three chapters on work performed address these components: worker functions, work fields, and materials, products, subject matter, and services. Seven chapters on worker characteristics focus on these components: general educational development, job training time and specific vocational preparation, aptitudes, interests, temperaments, physical demands, and environmental conditions. Part 3 is devoted to job analysis forms and procedures and their use within the USES. The staffing table, job analysis report, and narrative report are discussed, and samples/examples are provided. Appendixes include a job analysis study flowchart, task analysis, examples of job descriptions, and a workflow chart. A 39-page bibliography and an index are provided. (YLB)

ED 273 832 CE 045 073

Welch, A. W.
The Nursery Worker. Teacher Guide. Revised.
Ohio State Dept. of Education, Columbus. Agricultural Education Service.; Ohio State Univ., Columbus. Agricultural Curriculum Materials Service.

REPORT NO.- AGDEX-954
PUB DATE- 84
NOTE- 457p.
AVAILABLE FROM- Ohio Agricultural Education Curriculum Materials Service, 2120 Fyffe Road, Room 254, Columbus, OH 43210-1099 ($34.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Accounting; *Agricultural Education; Behavioral Objectives; Botany; Glossaries; *Horticulture; Learning Activities; Marketing; *Nurseries (Horticulture); *Nursery Workers (Horticulture); *Ornamental Horticulture Occupations; Pesticides; Pests; Plant Growth; Plant Propagation; Puzzles; Recordkeeping; Secondary Education; Soil Science; Vocabulary Development; *Vocational Education

This teacher's guide is designed for use in a vocational horticulture course designed to prepare students for jobs as nursery workers. Addressed in the individual units of the guide are the following topics: the nursery industry; soils; plant growth; plant nutrition; plant propagation methods; nursery field practices; pest control; techniques for storing, grading, and marketing nursery stock; and procedures for keeping records and accounts. Each unit contains some or all of the following: performance checklists, suggested learning activities, a study guide in the form of key questions, a list of technical vocabulary, crossword puzzles, word mazes, quizzes or tests, answers to the quizzes or tests; and transparency masters. A glossary concludes the guide. (MN)

ED 273 846 CE 045 104

Thomas, Hollie B.; And Others
Linkage between Vocationally Trained Participants and Industry Registered Apprenticeship Programs: An Implementation Manual.
Florida State Univ., Tallahassee, FL. Dept. of Educational Leadership.
SPONS. AGENCY- Florida State Dept. of Labor and Employment Security, Tallahassee.
PUB DATE- Aug 83
NOTE- 65p.; For the final report, see CE 045 102.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Apprenticeships; *Cooperative Planning; *Cooperative Programs; Educational Planning; Education Work Relationship; Institutional Cooperation; Job Training; *Linking Agents; Postsecondary Education; Program Evaluation; *School Business Relationship; Secondary Education; Trade and Industrial Education; Trainees; *Vocational Education; Work Experience Programs
IDENTIFIERS- *Linkage

This manual was developed to provide assistance to persons in registered apprenticeships and vocational education who wish to form a link between these two institutions. It offers a procedure that can be adapted to meet local conditions. The major sections of the manual define linkage, describe when linkage is likely to occur, list the possible benefits, enumerate the conditions that facilitate linkage, describe how to develop a linkage plan, provide suggestions on how to implement linkage plans, and describe an evaluation process. (This structure was selected for the manual so that those considering entering into a linkage agreement could establish what they deem are necessary ingredients for a linkage plan, as well as weigh the possible costs and benefits of entering into such an agreement, before making initial contacts with the agency with which linkage is proposed.) In addition, the manual provides assistance in making important first contacts so that the conditions that facilitate linkage can be maximized. Procedures for determination of the content of the linkage agreement and the development of the process to accomplish the activities also are provided. Finally, suggestions about how to carry out and evaluate the planned activities are provided. Sample forms for a linkage arrangement are offered in appendixes to the manual. (KC)

ED 273 989 CS 210 081

Farmer, Marjorie N., Ed.
Consensus and Dissent: Teaching English Past, Present, and Future.
National Council of Teachers of English, Urbana, Ill.
REPORT NO.- ISBN-0-8141-0834-2
PUB DATE- 86
NOTE- 154p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 08342, $7.50 member, $10.00 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Educational Change; Educational History; Educational Improvement; Educational Objectives; Educational Trends; Elementary Secondary Education; *English Instruction; Futures (of Society); Higher Education; *Professional Associations; Professional Development; Teaching (Occupation)
IDENTIFIERS- *National Council of Teachers of English; *Professional Concerns

Published in conjunction with the diamond jubilee of the National Council of Teachers of English, the essays in this yearbook explore the dichotomies characterizing Council debates over the years, such as freedom and discipline, tradition and reform, theory and practice--all reflecting a profession defining itself in a rhythm of consensus and dissent. The introductory essay, by editor Marjorie Farmer and Yearbook Committee Chair Ben Nelms, provides an overview of the history of the profession. The remaining essays are divided into three areas--content, context, and change. Titles of the essays and their authors are as follows: (1) "Language" (Harold B. Allen); (2) "Reading/Literature" (Rudine Sims); (3) "Written Composition: Progress and the Search for Paradigms" (Paul T. Bryant); (4) "Oral Communication" (Donald Rubin); (5) "The English Curriculum Today" (Ouida Clap); (6) "Teacher Education" (Theodore Hipple); (7) "The Uses of Research" (Allan Glatthorn with Catherine C. Hatala and Beatrice Moore); (8) "Enduring Issues in Language Arts Testing" (Rexford Brown); (9) Minorities and Standardized Tests" (P.A. Ramsey); (10) "Books and the New Technologies" (Charles Suhor); (11) "The Political Issues since 1960" (Miriam T. Chaplin); (12) "Imperatives for the Future" (James R. Squire); (13) "NCTE Presidents: Priorities for the Future" (Nancy S. McHugh, Sheila Fitzgerald, Richard Lloyd-Jones, and Stephen N. Tchudi). The yearbook concludes with a brief statement by NCTE Executive Director John C. Maxwell, and an afterword from the editor. (HTH)

ED 274 016 CS 505 383

Shockley-Zalabak, Pamela
Understanding Decision-Making, Communication Rules, and Communication Satisfaction as Culture: Implications for Organizational Effectiveness.
PUB DATE- May 86
NOTE- 37p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication (Thought Transfer); *Communication Research; *Decision Making; *Job Satisfaction; *Organizational Climate; *Organizational Communication; Organizational Effectiveness; Social Behavior; Success
IDENTIFIERS- Communication Rules; Communication Satisfaction

A study of decision making processes and communication rules, in a corporate setting undergoing change as a result of organizational ineffectiveness, examined whether (1) decisions about formal communication reporting systems were linked to management assumptions about technical creativity/effectiveness, (2) assumptions about creativity/effectiveness governed decisions and communication rules, and (3) organizational communication satisfaction differed with differing evaluations of organizational creativity/effectiveness. Subjects were 112 employees of a computer technology research and development laboratory that had recently replaced its manager and his three top assistants with managers from other labs in the same corporation because of the lab's ineffectiveness. Data were gathered through interviews, policy reviews, observation, survey instruments, and corporate evaluations of the lab. Results supported a relationship between management assumptions about technical creativity/effectiveness and formal reporting procedures. In particular, top management assumed that the replaced informal reporting systems provided inadequate information to make timely decisions involving considerable technical complexity, that the formal reporting environment demanded a precision of presentation that stimulated creativity and peer interaction, and that in order to stimulate effectiveness in an ineffective setting, substantial change in communication procedures would be required to make other changes credible. (FL)

ED 274 099 EA 018 864

Malen, Betty; Ogawa, Rodney T.
The Implementation of the Salt Lake City School District's Shared Governance Policy: A Study of School-Site Councils.
PUB DATE- Aug 85
NOTE- 42p.; Prepared for the Salt Lake City School District, Utah. Broken print will affect readability.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Committees; Elementary Secondary Education; Governance; *Participative Decision Making; *Policy Formation; Power Structure; *School Based Management; School Community Relationship; School Districts; School Policy
IDENTIFIERS- Salt Lake City School District UT

Confronted by complex and divisive issues and by groups seeking participation in policymaking, the Salt Lake City Board of Education adopted a shared governance policy in the middle 1970's. The policy mandated creation of two related councils at each school site. The School Improvement Council (SIC) consisted of the principal and specified school personnel; the School Community Council (SCC) incorporated the SIC and added parent-teacher association officers and other nominated parents. These councils had authority to make school level decisions by consensus within legal and district policy limits. To determine the effects of these councils, researchers used a comparative case study design to analyze council operations at four elementary, two intermediate, and two high schools. Interviews, surveys, and a review of documents provided data. This report presents the findings, dealing with the following topics: (1) the character, roles, and attitudes of council participants; (2) the scope and salience of the issues addressed and the emphasis given to the budget, personnel matters, program goals, and program evaluation; (3) the dynamics of council agenda-setting, conflict management, and response selection; and (4) the effects of council actions on school policy, school operations, educator-patron relationships, and individual council members. (PGD)

ED 274 113 EC 190 286

Seidenberg, Pearl L.
Curriculum-Based Assessment Procedures for Secondary Learning Disabled Students: Student Centered and Programmatic Implications. Long Island University Transition Project Learning How to Learn: A High School/College Linkage Model to Expand Higher Educational Opportunities for Learning Disabled Students. Position Paper Series: Document No. 4.
Long Island Univ., Brooklyn, NY.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Apr 86
NOTE- 10p.; For related documents, see EC 190 285-288.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adjustment (to Environment); *College Bound Students; College Preparation; *Curriculum Development; *Diagnostic Teaching; Higher Education; High Schools; *Learning Disabilities; Secondary School Curriculum; Special Education; *Student Evaluation; Transitional Programs
IDENTIFIERS- *Curriculum Based Assessment

Many of the problems encountered by learning disabled high school students in the transition from secondary to postsecondary education settings can be minimized if planning for transition occurs at high school entry. Transition planning for the college bound learning disabled student needs to include the design of a relevant high school curriculum based on the requisite entry level skills that have been identified as important for success in college settings. At the same time, curriculum referenced assessment procedures that focus on these skills need to be developed and implemented in order to link assessment results with instructional planning. Student progress with the curriculum or individualized education program (IEP) designed from the assessments must also be monitored and further adapted to the student's individual needs, if necessary. The curriculum or IEP must also be evaluated to determine followup needs for the student's successful transition to college. (Author/CB)

ED 273 747 CE 044 804

Taggart, Robert
The Comprehensive Competencies Program Reference Manual. Volume I. Introduction.
Remediation and Training Inst., Washington, DC.
PUB DATE- 86
NOTE- 268p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - General (130)
DESCRIPTORS- *Adult Education; *Basic Skills; Competency Based Education; Computer Assisted Instruction; Cost Effectiveness; *Daily Living Skills; *Experiential Learning; *Individualized Instruction; Job Training; Pacing; Program Descriptions; *Program Development; Program Effectiveness; Program Implementation; Reference Materials; Surveys
IDENTIFIERS- *Comprehensive Competencies Program

Chapter 1 of this reference manual is a summary of the comprehensive competencies program (CCP). It describes this system for organizing, implementing, managing, and efficiently delivering individualized self-paced instruction, combined with group and experience-based learning activities, using computer-assisted instruction. (The CCP covers not only academic objectives spanning the beginning to the postsecondary level but also a comprehensive array of functional objectives considered vital for adult performance in society, the home, and the marketplace.) Applications, use, and learner achievement are discussed. Chapter 2 presents results of a survey of CCP learners to determine perceptions of the CCP approach and its effectiveness. Questions regarding CCP are answered in chapter 3. They pertain to use, reason for CCP development, and effectiveness of CCP components. Chapter 4 is an overview of the CCP. Topics include content, rationale, and strengths and limitations. Focus of chapter 5 is the CCP as a cost-effective approach to basic skills instruction. (Chapter 6, entitled "A Business Approach to Social Programming," is under development and therefore not included in this document.) Chapter 7 highlights the structure, format, and use of the CCP. It provides a matrix which suggests the CCP's organizational schema, discusses the elements, and describes movement through the CCP. Other contents of chapter 7 include sample CCP materials. (YLB)

Brew, Sally; Douglas, Denise
Mi Carrera. Volume II: Exploring Five Vocational Areas = Explorando Cinco Areas Vocacionales.
Santa Clara County Office of Education, San Jose, Calif.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Div. of Vocational Education.
PUB DATE- 86
NOTE- 346p.; For related volumes, see CE 044 928-931.
AVAILABLE FROM- Santa Clara County Office of Education, 100 Skyport Drive, M.C. 236, San Jose, CA 95115 ($14.00; four-volume set--$37.00).
LANGUAGE- English; Spanish
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Agricultural Occupations; Behavioral Objectives; Career Education; *Career Exploration; Educational Needs; Employment Opportunities; *Health Occupations; Learning Activities; Secondary Education; Semiskilled Occupations; *Service Occupations; Skilled Occupations; *Spanish Speaking; *Trade and Industrial Education
IDENTIFIERS- *Business Careers

This curriculum guide is the second of a four-volume set that is intended to improve career and vocational guidance services to Spanish-speaking students in grades 9 through 12. The first section, an introduction to the teacher, includes a discussion of why students need vocational guidance, the goals and organization of the materials, a note on language, suggestions for using the materials, a few principles of career guidance, and notes on the development of job descriptions. Provided next are six supplemental activities and five handouts dealing with career choice and options. The next five sections consist of English and Spanish translations of activities and handouts dealing with the following occupational areas: business and distributive occupations in an information age, trade and industry, home economics as service for others, health careers and caring for others, and agriculture (forest, fields, and animals). Besides the bilingual instructional materials, each section contains introductory material (written in English) on the importance of the topics being addressed, objectives, skills, and vocabulary. (MN)

ED 273 875 CG 019 339

Flynn, Margaret
Wisdom of Aging.
PUB DATE- 83
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Aging (Individuals); *Life Satisfaction; *Older Adults
IDENTIFIERS- *Life Goals

Aging can be difficult for some, but for others it is a process in which problems and joys are encountered and faced through the life cycle. In this study, 50 older adults responded to an open-ended question. Respondents were asked to give advice to the young on their insights toward fulfillment of life goals. Responses were put into five categories. Responses in the first category dealt with setting definite goals, indicating the importance of establishing, working towards, and achieving these goals. The second category emphasized the need to believe in a Supreme Being or something other than one's self. The emotional, financial, social, and spiritual support provided by the family were discussed in the third category. The need to work up to one's potential and the value of education were emphasized in the fourth category. The fifth category included miscellaneous statements about patience, desires, and choices. Self-esteem, the need to reach out to others, and belief in God were important response themes. (Illustrative responses are included for each category.) ABL

ED 273 890 CG 019 354

Dalton, Thomas W.
Indicators of Multiple Personality Disorder for the Clinician.
PUB DATE- Jan 86
NOTE- 32p.; Doctor of Psychology Research Paper, Biola University, California.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Adults; Child Abuse; Children; *Clinical Diagnosis; *Diagnostic Tests; Evaluation Criteria; *Identification; Interviews; *Personality Measures; Physiology; *Psychological Testing
IDENTIFIERS- *Multiple Personality Disorder

Multiple personality disorder (MPD) is now recognized as a valid diagnostic category. Occurrence may be higher than previously suspected. While physiological testing of MPD has shown significant differences between the various personalities of individuals in terms of galvanic skin response, electroencephalogram recordings, electrodermal response movements, and visually evoked potential recordings, it offers little as an indicator of MPD, with the Rorschach and the Minnesota Multiphasic Pesonality Inventory (MMPI) having the greatest potential for predicting MPD in clients. Although a distinct MMPI profile representative of MPD does not exist, the Rorschach appears to be more discriminating than the MMPI and may eventualy prove diagnostically useful. Further research in this area is needed. Abuse, incest, and other severe trauma during childhood are consistently listed as etiological factors of MPD. The recent increase in cases of reported child abuse presents the opportunity to identify MPD patients early. This early detection may eliminate years of intensive therapy or trauma. The most practical means of diagnosis is through interviews. Practitioners who interview abuse victims should consider MPD as a possible diagnosis. Helpful checklists exist, most of which cite amnesia, auditory hallucinations, unusual fluctuations, and imaginary playmates as possible indicators of MPD in children. Other indicators of MPD in adults and methods of further inquiry can help the clinician recognize and make decisions regarding treatment of MPD. A three-page reference list is provided. (Author/NB)

ED 273 918 CG 019 383

Haaga, John
The Current State of Family Planning Program Evaluation.
Rand Corp., Santa Monica, Calif.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
REPORT NO.- Rand-N-2337-AID
PUB DATE- Jul 85
NOTE- 27p.
GRANT- AID/OTR-G-1822
AVAILABLE FROM- The Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138 ($4.00; 25% discount on 25 or more).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Birth Rate; *Developing Nations; Evaluation Criteria; *Evaluation Methods; *Family Planning; *Program Evaluation; *Research Problems
This report provides an overview of methods of evaluating the impact of family planning programs in developing countries, with a discussion of their strengths and weaknesses. The focus is on estimation of program impact on fertility rates, though other potential outcome measures, such as maternal and child health, are also discussed. The first section sets the context of recent debates over the effectiveness of family planning programs. The following sections deal with methods of analysis and data requirements for simple standardization of fertility rates for before-and-after comparisons, quasi-experimental designs and multivariate analyses of survey data, and components models for simulating impacts. The tradeoff in designing evaluations is between the difficulty and expense of the data collection and analysis and the reliability of inferences about program impact, since the more reliable and plausible methods demand data not routinely available in countries. The last section discusses the need for estimates of marginal program effectiveness as well as average effectiveness, for resource allocation decisions. (Author/NB)

ED 273 932 CS 008 544

Duffy, Gerald G.; And Others

The Curricular and Instructional Conceptions Undergirding the Teacher Explanation Project. Occasional Paper No. 98.

Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 86
NOTE- 47p.
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Theories; Elementary Education; *Questioning Techniques; *Reading Instruction; *Reading Research; Reading Skills; Skill Development; *Teacher Behavior; *Teacher Effectiveness; Teacher Role; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Teacher Explanation

The conceptual base of a project that examined teachers' explanations of reading skills and strategies to low-ability students is reviewed in this paper. Following a brief discussion of the background of the project, the paper explores the curricular conceptions underlying it. Specifically discussed are two views of how direct instruction should be used to improve comprehension, the first arguing that comprehension is developed primarily through direct instruction in the content of the text, the second holding that it is developed through direct instruction in the process by which content is understood--the view that undergirds the Teacher Explanation Project. The paper next examines the instructional conception guiding the project, which is based on four characteristics of effective teacher explanation: (1) a responsiveness to student restructuring of information; (2) an effort to put students in conscious control by creating awareness; (3) the presentation of declarative, conditional, and procedural information that is conceptually accurate, explicit, meaningful, and sequenced; and (4) assistance for students as they build understandings by providing sequencing and restructuring "hooks." A list of 64 references is appended. (FL)

ED 273 961 CS 209 977

Abrams, Michael E.; Norvelle, Ronald L.
The Land of WYSIWYG, Plain Talk about New Computer Graphics in the Journalism Classroom.
PUB DATE- Aug 86
NOTE- 24p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986). Portions of Attachment 2 contain marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Assisted Instruction; *Computer Graphics; Computer Networks; *Computer Simulation; *Computer Software; Computer Uses in Education; Display Systems; Higher Education; *Journalism Education; *Layout (Publications); *Microcomputers; *Photocomposition; Printing

Intended for journalism school instructors and administrators as they make decisions about purchasing computers to help teach graphics and typology, this guide discusses seven areas of weakness in journalism curricula and ways in which schools should prepare themselves for new technologies. The introduction first discusses WYSIWYG--"what you see is what you get"--which refers to students' ability to create and see exactly what a finished product will look like. Next, the guide describes those systems that have worked at the Florida A&M University School of Journalism, the new computers on the market, and the Macintosh Lab at Florida A&M. The bibliography lists periodicals specializing in computers and books about publication graphics and personal publishing. Attachments provide (1) printouts from a system using a Koala Pad with a Commodore 64 computer, a disk drive, a Tymac interface, and an Okidata 93 printer; (2) examples of classwork done by students with a normal coldtype system and work done using a Macintosh with a laser printer; (3) a photocopied reduction of a newspaper printed on a laser printer; and (4) an example of the use of Knight Ridder Graphics network at a school newspaper. (SRT)

ED 273 976 CS 210 035

Koch, Norman E.
Enriching Vocabulary = Better Readers, Writers, Speakers, and Listeners. A Resource Book.

PUB DATE- 28 Apr 86
NOTE- 26p.; Paper presented at the Annual Meeting of the Northwest Regional Conference of the National Council of Teachers of English (Portland, OR, April 27-29, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Associative Learning; Choral Speaking; Classroom Techniques; Creative Development; Creative Expression; *Creative Teaching; Educational Games; Elementary Education; Imagery; Language Enrichment; Language Rhythm; *Learning Activities; Metaphors; Paradox; Poetry; Symbolic Learning; *Teaching Methods; Visual Learning; *Vocabulary Development; Word Recognition

Stressing language development as the prime component of all learning, this resource book presents suggestions to teachers to aid them in developing children's descriptive language. Basic to the described activities is the concept that vocabulary development is essentially concept development, requires a variety of experiences, and results from the contribution of all elements of communication. Teaching vocabulary requires a planned, systematic presentation such as (1) prereading/writing/speaking/listening; (2) modeling the pattern and developing one as a group; and (3) producing and sharing. Nine ideas for making words come alive in the classroom are listed, as are five suggestions for creating an exciting visual environment. Each activity presented is supplemented with examples and ideas for implementation. Discussed first are some possible uses of paradoxes, including simple, direct, and personal metaphorical questions, conflicting couplets, and opposing and symbolic metaphors. Second, the use of the structured format of many kinds of poetry is encouraged, such as cinquains (targeted and traditional), limericks, couplets, quatrain, triplets, haiku, and diamante. Activities involving word opposites, word pictures, morphology, etymology, acronyms, mixed-up comics, and tall tales are presented and a list of miscellaneous suggestions, challenge activities, and more vocabulary ideas are also included. (JD)

ED 274 004   CS 505 363

Thompsen, Philip A.
Bridging the Gap between the Broadcast Tower and the Ivory Tower: Integrating Telecommunications into Speech Communication Curricula.
PUB DATE- 20 Sep 85
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech and Theatre Association of Missouri (Springfield, MO, September 19-21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Trends; Higher Education; Interdisciplinary Approach; Mass Media Effects; Persuasive Discourse; Research Papers (Students); *Speech Communication; *Speech Curriculum; *Teaching Methods; *Telecommunications; Writing Exercises; *Writing Improvement
IDENTIFIERS- Media Use

The erosion of students' ability to use the printed word caused by electronic media has led some communication scholars to predict that a new literacy of communication may be needed for the future. Activities enhancing awareness and analysis of telecommunications and performance in telecommunications can easily be integrated into the speech communication class. Some suggested assignments are as follows: (1) the monitoring assignment, in which students keep a diary of their telecommunications usage; (2) the survey assignment, in which students construct a simple questionnaire on media usage; (3) the informative speech, for which a topic in the communications field is assigned; (4) the term paper, for which the research topic assigned is one related to analysis of telecommunications; (5) the original research project, in which students research an area of communications in which they are particularly interested; (6) the persuasive speech, in which the student argues a premise based on analysis of telecommunications; (7) video recording of speeches, from which students can observe their nonverbal communication skills; (8) the interview assignment, in which students interview their peers who role-play a current news maker; and (9) the manuscript speech, in which students read a prepared newscast or radio drama. (HTH)

ED 274 044 EA 018 804

Peterson, Terry K.
Identifying Meritorious Schools vs. Academically Deficient School Districts.
PUB DATE- 12 Jun 85
NOTE- 7p.; Paper presented at the Assessment and Policy Conference of the Education Commission of the States and the Colorado Department of Education (Boulder, CO, June 10-13, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Assessment; *Educational Improvement; Educational Quality; Elementary Secondary Education; Incentives; Intervention; Recognition (Achievement); School Districts; Schools; *State Programs; State Standards
IDENTIFIERS- South Carolina

South Carolina is developing and implementing assessment processes for two programs aimed at improving the quality of education in the state. One program involves recognizing outstanding progress by individual meritorious schools. The other program provides for state intervention in districts that fail to meet educational quality standards. Both programs feature two-step assessment procedures that first evaluate multiple indicators of educational outcomes and then follow up with on-site evaluations of educational processes and practices. This paper outlines the major features of both programs, noting the criteria and standards to be met and the actions to be taken if schools meet or districts fail to meet their respective standards. (PGD)

ED 273 761 CE 044 912

Barnes, Martha; And Others
Adult Education Basic Curriculum Guide. Courses 101-204. Field Test Copy.
Chicago City Colleges, IL. Chicago Urban Skills Inst.
PUB DATE- 85

NOTE- 311p.; For the intermediate level guide, see CE 044 919. For related supplementary exercise books, see CE 044 913-918.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Addition; Adult Basic Education; Adult Literacy; *Arithmetic; *Beginning Reading; Behavioral Objectives; Curriculum Guides; Cursive Writing; Functional Reading; *Language Arts; Learning Activities; Literacy Education; Mathematics; Mathematics Instruction; *Numbers; Phonics; Reading Comprehension; *Reading Readiness; Sight Vocabulary; Subtraction; Word Problems (Mathematics)

The purpose of this curriculum guide is to assist Training Specialists in teaching Adult Basic Education/General Educational Development (ABE/GED) students basic skills in language arts and mathematics. The guide begins with an introduction (purpose, overview, adult learner characteristics, teacher type), curriculum policies, curriculum structure, teaching adult literacy students, and methods of teaching reading. Brief descriptions of course focuses and listings of specific objectives precede course materials. Materials are provided for courses at the first-grade level (101-104) and second-grade level (201-204) for language arts and mathematics. The general (course) objective appears first. The course materials, provided in columnar form, correlate specific objectives with teaching/learning activities and supplementary exercises (correlated by exercise number to the three student supplementary exercise books to be used with this curriculum.) Appendixes include a sight and functional word list, samplings of internal and external materials and resources, and a five-page bibliography. (YLB)

ED 273 803 CE 045 015

Botterbusch, Karl F.
A Comparison of Commercial Vocational Evaluation Systems (Second Edition).
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE- 82
NOTE- 139p.; For earlier editions, see ED 186 738-739.
AVAILABLE FROM- Materials Development Center, Stout Vocational Rehabilitation Institute, Menomonie, WI 54751 ($12.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Comparative Analysis; Diagnostic Tests; *Disabilities; *Disadvantaged; Postsecondary Education; *Program Descriptions; Secondary Education; *Test Selection; Vocational Education; *Vocational Evaluation; Work Sample Tests

This guide for potential purchasers of vocational evaluation systems begins with an edited reprint of an article on how to select a commercial vocational evaluation system. Section 2 explains the 15 major points contained in the outline of each system. They are development, organization, physical aspects, work evaluation process, administration, scoring and norms, observation of clients, reporting, utility, training in the system, technical considerations, reviewer's summary and comments, address, cost, and references. Section 3 is a table presenting a very brief comparison of the systems on the first 10 points in the outline. The fourth section contains a more detailed description of 17 vocational evaluation systems: Career Evaluation System, McCarron-Dial Work Evaluation System, Micro-TOWER, Occupational Assessment/Evaluation System, Philadelphia Jewish Employment and Vocational Service Work Sample System, Prep Work Sample, Pre-Vocational Readiness Battery, System for Assessment and Group Evaluation, Talent Assessment Programs, The TOWER System, Valpar Component Work Sample Series, Vocational Evaluation System by Singer, Vocational Information and Evaluation Work Samples, Vocational Interest Temperament and Aptitude System, Vocational Skills Assessment and Development Program, Wide Range Employability Sample Test, and Work Skill Development Package. (YLB)

ED 273 818   CE 045 036

Harvey, Dexter; Cap, Orest
Listening and the Older Adult. Module A-10. Block A. Basic Knowledge of the Aging Process.
Manitoba Univ., Winnipeg. Faculty of Education.
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).

PUB DATE- 86
NOTE- 25p.; For related documents, see CE 045 027-037.
GRANT- 6553-2-45
AVAILABLE FROM- Faculty of Education, University of Manitoba, Winnipeg, Manitoba, Canada R3T 2N2.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Programs; Aging (Individuals); Behavioral Objectives; Gerontology; *Human Services; *Interpersonal Communication; Learning Modules; *Listening; Listening Skills; *Older Adults; *Service Occupations; Social Services; *Staff Development

This instructional module on listening and the older adult is one in a block of 10 modules designed to provide the human services worker who works with older adults with basic information regarding the aging process. An introduction provides an overview of the module content. A listing of general objectives follows. Two sections present informative material on each of the two objectives. Topics are the importance of listening and how to listen. Other contents include a summary and listings of selected readings and additional resources. (YLB)

Warland, Rex H.; And Others
Helping Network Failure and Elderly Well-Being: Policy and Research Implications.
PUB DATE- Aug 86
NOTE- 19p.; Paper presented at the Annual Conference of the Rural Sociological Society (Salt Lake City, UT, August 26-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Family Relationship; Friendship; *Helping Relationship; *Individual Needs; *Needs Assessment; *Older Adults; Social Networks; *Social Support Groups

Since many older Americans rely on family, friends, and neighbors to provide help in time of need, some assessment of how well these support systems work seems justified. A telephone survey was conducted to examine demographic characteristics, access to helpers, and well-being of three groups of noninstitutionalized older adults: (1) Group 1 (N=110) had difficulty doing household, transportation, or health tasks and had no one to help them; (2) Group 2 (N=644) needed and received help; and (3) Group 3 (N=146) reported no difficulty doing tasks themselves. The results revealed a significant number of elderly persons who needed help but who were not receiving it. These individuals were primarily unmarried women who lived alone, had relatively low incomes and education levels, had limited access to family help, depended more on formal help, had relatively high levels of stress and distress, and had poor health. This profile is similar to those described as most vulnerable to psychological stress and health problems, and is one of the fastest growing household types in the United States. More information is needed to determine precisely how weak the networks of those who need help really are. If it is established that helping networks are not available for some elderly persons who need them, then programs of outreach and service will have to be developed. (NB)

Scarth, Douglas Eugene
The Impact of Similarity and Convergence of Values on Psychotherapy Outcome.
PUB DATE- May 86
NOTE- 51p.; Doctor of Psychology Research Paper, Biola University, California.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Client Characteristics (Human Services); *Congruence (Psychology); *Counseling Effectiveness; *Counselor Characteristics; *Counselor Client Relationship; Identification (Psychology); Psychological Patterns; Psychotherapy; *Values

A review of the literature provides support for values as an important factor which impacts clients' psychotherapy outcome in several ways. Perceived initial values similarity between client and therapist was found to be significantly related to more favorable evaluations of the therapist and of therapy. Initial similarity on broader philosophical values and dissimilarity on values related to clients' problem areas both appear to be significantly correlated with improved client outcome. Finally, clients' values do appear to converge with those of their therapists over the course of successful psychotherapy. The most consistent finding in a review of the research was that clients come to adopt the values of their therapists and that this convergence is significantly related to their improved psychotherapy outcome. Length of treatment was shown to be a significant factor for the occurrence of convergence. These findings place an ethical responsibility on therapists to acknowledge and evaluate the values they hold since these values will impact their clients. Since the current limited number of studies has used a wide range of values and outcome measures, comparison among studies are difficult. Future research which more systematically evaluates the relationships between client and therapist values will help to clarify which specific values and sets of values are significant for clients' improvement in psychotherapy. Seven pages of references complete the document. (NB)

ED 273 947 CS 209 769

Wesson, David A.

Advertising, Desire, and the Unified Field: A Metaphysical Perspective on Advertising.

PUB DATE- Aug 86
NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; Behavior Theories; *Consumer Economics; Philosophy
IDENTIFIERS- *Advertising Effectiveness; Consciousness; *Desire; Metaphysics; Veda

Suggesting that ills said to be perpetrated by advertising are really attributes of a unified field of consciousness, this paper discusses the concept that advertising creates desire. The generally undisputed notion that advertising helps to create specific desires is distinguished from the criticism that advertising increases the level and decreases the quality of generalized "desire". The nature of desire is discussed as a component of the metaphysical perspective of the Eastern philosophical tradition of the Veda. From this perspective, it is argued that: (1) "desire" is fundamental to all aspects of creation and cannot be created or increased; (2) the quality of specific desires is a function of a pervasive unified field of human consciousness, the existence of which has recently been posited from psychophysiological research; and (3) the quality of advertising products and services, consumers' propensities, and advertising itself is delimited by the quality of the unified field. The summary notes that the unified field of consciousness concept opens up a new avenue for dialogue in advertising theory, one where commonality can be found for integrating various discourses on the relation of advertising to consumers' desires and to the quality of life in society as a whole. References are included. (JD)

ED 274 030 EA 018 773

Robinson, Glen E.; Wittebols, James H.
Class Size Research: A Related Cluster Analysis for Decision Making. ERS Research Brief.
Educational Research Service, Arlington, Va.

PUB DATE- 86
NOTE- 222p.
AVAILABLE FROM- Publication Sales, Educational Research Service, Inc., 1800 North Kent Street, Arlington, VA 22209 (Stock No. 217-00036; $36.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Classroom Environment; *Class Size; *Cluster Grouping; Elementary Secondary Education; *Meta Analysis; Resource Allocation; *Small Classes; Teaching Methods
IDENTIFIERS- *Educational Research Service

A policy of reducing class size seems sensible, but might have costly, far-reaching implications for students, teachers, and public support for schools. The purpose of this research brief is to summarize 100 class size research studies from 1950 to 1985 and to regroup them into 18 areas of concern. The cluster analysis approach was designed to make this research more accessible and useful to school officials making class size decisions. (Three major 1978 syntheses had created substantial debate and controversy by treating class size as an isolated variable.) In contrast, clustering research by grade level, subject area, definition, pupil characteristics, teacher opinion, and cost implications helps decision-makers determine the best possible use of additional resources. This analysis dispels the concept of an "optimum" class size. The relationships between class size and student achievement vary greatly across grades, among subject areas, and by instructional methods. In general, the effects of smaller classes on student learning, attitudes, and behavior decreases as grade level increases. Findings indicate that disadvantaged or minority students achieve more academically in smaller classes. The same holds true for students with below average academic ability. Included are numerous tables and three appendices listing over 200 class size studies and 83 additional references. (MLH)

ED 274 058 EA 018 818

Williams, David L., Jr.; Chavkin, Nancy Feyl
Strengthening Parent Involvement.
National Association of Elementary School Principals, Alexandria, VA.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- May 86
NOTE- 6p.
CONTRACT- 400-83-0007-P2

AVAILABLE FROM- Publication Sales, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 ($2.50 prepaid; quantity discounts; Virginia residents add 4 percent sales tax).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Role; *Cooperative Programs; Elementary Education; Inservice Education; *Parent Participation; *Parent Role; *Parent School Relationship; *Parent Student Relationship; *Principals

Recent studies have verified Secretary of Education William Bennett's observation on the importance of home and family life. The most successful students are those whose parents become actively engaged in the educational process at home and at school. To capitalize on potential parent involvement, principals need to understand the kinds of contributions parents want to make; become familiar with parents' availability, interests, knowledge, and skills; and develop a collaborative, nurturing environment that breaks down traditional barriers. A 1980 Southwest Educational Development Laboratory study launched a 6-year survey of over 4,000 educators and 3,000 parents in six states. Results suggest that elementary school principals support the general idea of parental participation, but are less sanguine about its breadth and scope; most favor traditional parental roles (participating in open house functions, serving as school chaperones, and so forth). Principals were less supportive of parental assistance with governance and decision-making functions. Survey results analysis led to developing several instruments linking parent involvement with school improvement strategy and a set of recommendations for principals. Improving parent involvement is directly related to principals' attitudes and sincerity, the range of involvement opportunities, and the type of school environment. (MLH)

ED 274 072 EA 018 834

Report of the School Finance Study Group.
Wisconsin State Dept. of Public Instruction, Madison.

PUB DATE- Sep 86
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Categorical Aid; Costs; *Educational Finance; Elementary Secondary Education; Equalization Aid; *Finance Reform; Property Taxes; School Support; School Taxes; *State Aid
IDENTIFIERS- *Wisconsin

This document reports the findings of a study assessing the status of school finance in Wisconsin and recommending preferred methods for funding the public schools. Seventy-nine topics were considered in five areas: state support, general aid, categorical aid, factors affecting school costs, and other topics. The study's recommendations regarding these topics are categorized into four groups: ideas ready for action, ideas for future consideration, ideas that should be opposed, and other ideas. Highlighted in a special section of the report are particularly important recommendations, as follows: (1) only one-third of the financial support for schools should come from property taxes; (2) income factors should not be used in school aid formulas; (3) cost containment should be conducted at the local level; (4) at-risk children should receive additional weighting in aid formulas; (5) state support for development of educational technology should be increased; and (6) improvements should be made in the flow of cash from taxpayers to schools. The report also contains a statement concerning Wisconsin's educational philosophy and a brief review of the context of educational finance. Appendixes list presentations made to the study group and chart the number of topics addressed in each report category. (PGD)

On School Bus Safety. Report of the Department of Education to the Governor and the General Assembly of Virginia. House Document No. 10.

Virginia State Dept. of Education, Richmond.; Virginia State General Assembly, Richmond. House.

PUB DATE- 86
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Legal Problems; Policy Formation; *Restraints (Vehicle Safety); Safety Education; School Accidents; *School Buses; *School Responsibility; *School Safety; *State Legislation; *Student Transportation
IDENTIFIERS- *Virginia

An advisory committee, in response to a 1985 resolution by the Virginia General Assembly, presents this analysis and makes recommendations concerning state school bus safety. The report is divided into eight topics; six appendices comprise three-fourths of the study. "Origin of the Study" states requests to be investigated by the department of education (included in Appendix A) and lists the 15 committee members. "Rationale for the Study" describes concern for children's safety and discusses the use of safety belts versus another method of assuring passenger safety (i.e., high, padded seat-backs). "Historical Overview of Pupil Transportation in Virginia" traces the history of school bus services and accident rates. "Analysis of Statistics for Accidents, Injuries, and Fatalities" includes accident report data for 1980-85, presented in Appendix B. "The Work of the Advisory Committee" details committee research activities, including a safety questionnaire (Appendix E). a summary of investigative reports, status of bus maintenance, and a report supporting use of seat belts. "Committee Discussion of Other Issues" examines (1) danger areas outside the bus and (2) driver qualification. "Comments and Recommendations" addresses topics and makes the recommendation that safety belts are inappropriate in buses; construction variables do not allow for their practical use. Local option for the use of seat belts was opposed by the committee. The conclusion describes the committee's approach. (CJH)

ED 274 100 EA 018 866

Skiffington, Frances W., Comp.
Educational Statistical Publications Available from the U.S. Government Printing Office: An Annotated Bibliography.
PUB DATE- 86
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Elementary Secondary Education; *Government Publications; Higher Education; *School Statistics
IDENTIFIERS- Government Printing Office

It is the intent of this bibliography to provide comprehensive but not exhaustible resource publications on educational statistics published by the United States Government for the period 1970 through February 1986. Entries are arranged alphabetically by title and include the date published and the Superintendent of Documents Classification Number. If the publication was not issued through the Superintendent of Documents but is available in the American Statistical Index (ASI) Microfiche Collection, the ASI Microfiche Number is given. In cases where classification numbers have changed, an attempt has been made to identify all the numbers. All the publications are available in the Government Documents Division of the University of New Orleans Library and may also be available in other libraries that are depositories for U.S. federal documents. (Author/MLF)

ED 273 833 CE 045 074

Wooten, D. E.; Touse, Robert D.
Hardwood Lumber Scaling and Hardwood Log Scaling and Grading. Slide Scripts.
Ohio State Dept. of Education, Columbus. Agricultural Education Service.; Ohio State Univ., Columbus. Agricultural Curriculum Materials Service.
REPORT NO.- AGDEX-353
PUB DATE- 84
NOTE- 17p.; Photographs may not reproduce well.
AVAILABLE FROM- Ohio Agricultural Education Curriculum Materials Service, 2120 Fyffe Road, Room 254, Columbus, OH 43210-1099 (Lumber scaling: $2.00, slides and script--$10.20; Log scaling and grading: $2.00, slides and script--$19.80).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Agricultural Production; Agricultural Skills; *Classification; *Evaluation Criteria; Evaluation Methods; *Forestry Occupations; Learning Activities; *Lumber Industry; Natural Resources; Postsecondary Education; Scripts; Secondary Education; Standards; *Vocational Education; Woodworking

These two slide scripts, part of a series of slide scripts designed for use in vocational agriculture classes, deal with scaling and grading hardwood logs and lumber. The first script includes narrations for use with 39 slides, which explain the techniques of scaling and grading hardwood logs, and the second script contains the narrations to accompany a set of 34 slides illustrating the principles of hardwood scaling. The package also includes information on the specific educational objectives of courses in forestry, natural resources, and production agriculture that are addressed in the scripts. (MN)

ED 273 847 CE 045 109

Presley, Cheryl A.; Karmos, Joseph S.
Transition Training: Manual for Personal Growth, Development, and Self-Empowerment.
Southern Illinois Univ., Carbondale.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Mar 86
NOTE- 198p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Adjustment (to Environment); Adult Education; *Change; Competence; *Coping; *Decision Making; *Individual Development; *Problem Solving; Self Esteem; *Skill Development

This manual is intended for individuals who are experiencing transitions that call for changes in relationships, routines, roles, or assumptions within the settings of work, school, family, health, or finances. It is intended to assist them in becoming aware that (1) transitions and change are inevitable and natural, (2) there are many resources and options for managing these events; and (3) through renewed focused awareness of values, competencies, and interpersonal skills, they may gain the competencies for coping with and managing transitions in the future. An introduction discusses conditions of change, the role of education, a model for self-empowerment, and transition skills. The manual is divided into four units: perspectives on transitions, perspectives on coping, perspectives on managing transitions, and learning from transition decisions. Each unit is based on an objective. Activities to enable the individual to achieve this objective are then provided. They include readings, questions, inventories, check lists, and exercises. Appendixes contain 84 pages of additional materials of these types. A bibliography concludes the manual. (YLB)

ED 273 990 CS 210 084

Newell, George E.; Carlton, Jeff
The Effects of Writing on Learning from Text.
PUB DATE- Apr 86
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Comparative Analysis; Grade 11; High Schools; *Reading Comprehension; Reading Processes; *Reading Writing Relationship; Social Studies; Teaching Methods; Writing Exercises; Writing Processes; *Writing Research

A study compared the effects of two writing tasks (short answer exercises and analytic essay writing) with no writing on high school students' understanding of concepts from prose passages. Baseline data on typical patterns of instruction and students' approaches to writing were obtained using observation and case studies in two history classes, one with advanced students, the other with average ability students. Once the sense of context had been established, 22 students from both classes participated in a structured study that included reading history textbook passages and completing writing tasks related to information in the passages, or doing no writing at all. Several learning measures were used, including a measure of concept knowledge. Results from the observational stage indicated that the teachers' intention of implementing writing as learning was co-opted by an academic approach that required certainty and correctness. This approach overlooked students' need to explore new ideas more tentatively, especially for the average ability students. Results from the experimental stage revealed a significant interaction effect for class and writing task at the level of organization of the knowledge measures, with the average ability students imposing more organization on their passage knowledge with essay writing than the advanced ability class. (Author/HTH)

ED 274 017 CS 505 384

Wilson, Steven R.
Conceptualizing and Validating Teacher Questioning Skills.
PUB DATE- Nov 85
NOTE- 47p.; Paper presented at the Annual Meeting of the Speech Communication Association (71st, Denver, CO, November 7-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *Communication Research; *Communication Skills; Educational Theories; Elementary Secondary Education; Higher Education; Models; *Questioning Techniques; *Teacher Behavior; Teacher Effectiveness; *Teacher Student Relationship

To provide a clear idea of the specific teacher behaviors involved in questioning and how these behaviors relate to each other, this paper develops a conceptualization of the interactional components of questioning and reviews research evaluating the benefits of alternative questioning techniques. The paper first describes different methods of asking initial questions--the first question in a series--and looks at different kinds of initial questions teachers can ask, specifically examining "higher level" questions and offering suggestions for research in this area. The paper next discusses the components of teacher responses to student questions: accepting, evaluating, and commenting. The paper concludes with a discussion of question sequences, specifically the redirect sequence and the follow-up sequence, and calls for communication scholars to undertake more research in the area of teacher questioning. A 69-item reference list is included. (FL)

ED 274 045 EA 018 805

Coulson, Robert
Arbitration in the Schools. An Analysis of Fifty-Nine Grievance Arbitration Cases.
American Arbitration Association, New York, NY.
PUB DATE- 86
NOTE- 152p.
AVAILABLE FROM- Publication Sales, American Arbitration Association, 140 West 51st Street, New York, NY 10020 ($8.95 prepaid; quantity discounts; postage and handling will be added to billed orders).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Administrator Role; *Arbitration; Collective Bargaining; Conflict Resolution; Crime; Discipline; Drinking; Drug Abuse; Elementary Secondary Education; *Employment Problems; *Grievance Procedures; Moral Issues; Negotiation Agreements; Student School Relationship; *Teacher Administrator Relationship; Teacher Associations; Teacher Behavior; *Teacher Rights; Teacher Role; *Teacher Student Relationship; Unions; Violence
IDENTIFIERS- Voluntary Labor Arbitration Rules

This book describes 59 cases, most involving grievance arbitration, that concern a school's right to discipline a teacher or a teacher's right to a particular benefit. Selected from thousands of recent arbitration awards, many of these cases appeared in the American Arbitration Association's monthly publication "Arbitration in the Schools." Some of the many issues raised in the book include: how teachers should handle misbehavior; the appropriateness of using physical force; the meaning of academic freedom; how schools should treat the alcoholic teacher; when teachers should stand up for their rights; and how public schools should respond to religious demands. The following topics are covered in five chapters: "Discipline and Violence," "Sex, Drugs, Drinking, and Criminal Behavior," "Challenging the School Administration," "Breaking the Rules of Behavior," and "Rights Under the Collective Bargaining Agreement." Each chapter ends with a brief conclusion and a list of citations. The book concludes with a commentary (suggesting ways to avoid grievance arbitration and to develop mediation skills), a three-page selected bibliography, a copy of the Voluntary Labor Arbitration Rules, and a list of the American Arbitration Association Regional offices. (IW)

ED 274 114 EC 190 287

Seidenberg, Pearl L.
Getting the Gist: Relating Text Processing Research to Reading and Writing Instruction for Learning Disabled Secondary Students. Long Island University Transition Project Learning How to Learn: A High School/College Linkage Model to Expand Higher Educational Opportunities for Learning Disabled Students. Position Paper Series: Document No. 5.
Long Island Univ., Brooklyn, NY.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 86
NOTE- 15p.; For related documents, see EC 190 285-288.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Content Area Reading; *Learning Disabilities; *Reading Comprehension; Reading Difficulties; *Reading Processes; Reading Research; Reading Strategies; Secondary Education; Special Education; Writing Difficulties; *Writing Processes
IDENTIFIERS- *Text Organization

Many learning disabled secondary school students have difficulties with text organization in both subject area reading and expository writing. Problems may include difficulty in following the main ideas in text, recognizing the main text topics and their interrelationships, or recognizing the subordinate and superordinate ideas and examples. Often, recall ability is poor and writing skills are inadequate. Several concepts derived from current theories and research in text processing can provide a guide for the improvement of instruction in both reading and writing for learning disabled secondary school students. The microstructure model of text comprehension allows students to transform sentences into their underlying microstructure propositions which express the surface structure information of the passage. Research on the skills involved in summarizing a text has shown that an important aspect of text processing involves the ability to identify main topics of the text and their interrelatedness. Another line of research has emphasized the central role of topic structure processing in reading and writing. Text structure or organization has been found to have a major role in the recognition and recall of main ideas in text. Research has also indicated that the recognition and use of objective textual cues to the relevant information in a text contributes to the identification of the important ideas and their interrelatedness. Instructional programs based on these concepts have the potential for improving both the comprehension and recall of expository material and the quality of expository writing for learning disabled secondary students, thus enhancing their opportunities for success in academic settings. A list of 31 references is appended. (CB)

ED 274 128 EC 190 602

Resource Services...in the Classroom? Yes! In the Classroom!!!

Hampton Univ., VA.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- 85
NOTE- 10p.; Prepared by the Mainstreaming Outreach Project.
GRANT- G008530165
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Classroom Techniques; *Delivery Systems; *Disabilities; Kindergarten; *Mainstreaming; Preschool Education; *Resource Teachers; *Teaching Methods

Presented in a question and answer format, the paper examines ways to provide resource services to handicapped children within the regular preschool or kindergarten class. Benefits (such as the presence of appropriate role models and increased acceptance of individual differences) of resource services in the regular classroom for both the special needs child and the normal child are noted. Potential problems and their suggested solutions include: (1) lack of knowledge by regular and resource personnel (provide training and practice); (2) conflict between resource and regular personnel (encourage better communication); (3) difficulty of the child in making the transition from regular to resource activities (thoughtful guidance by the resource specialist); (4) the tendency of peers to deny the special needs child an opportunity to participate (encourage turn-taking in answering questions); (5) distractions in the regular class setting (provide resource service in a low activity area of the classroom); and (6) interruptions by classroom children (have an area designated as the resource teacher's space). (DB)

ED 273 748 CE 044 848

Solow, Katherine; Walker, Gary
The Job Training Partnership Act: Service to Women.
Grinker Associates, Inc., New York, NY.

SPONS. AGENCY- Ford Foundation, New York, N.Y.; Mott (C.S.) Foundation, Flint, Mich.; National Commission for Employment Policy (DOL), Washington, D.C.; Rockefeller Foundation, New York, N.Y.; Women's Bureau (DOL), Washington, D.C.
PUB DATE- 86
NOTE- 73p.
AVAILABLE FROM- Grinker Associates, 130 West 42nd Street, Suite 801, New York, NY 10036 ($10.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Compliance (Legal); Displaced Homemakers; Early Parenthood; *Economically Disadvantaged; Employment Problems; Employment Programs; Federal Legislation; *Federal Programs; *Females; *Job Training; One Parent Family; Postsecondary Education; *Program Effectiveness; Unemployment; Womens Education
IDENTIFIERS- *Job Training Partnership Act 1982

This study describes and assesses the early years of implementation of Title II-A of the Job Training Partnership Act (JTPA) in regard to its services to women. Title II of JTPA is the major Federal program intervention--funded at about 1.8 billion dollars annually--aimed at providing employment and training services for the economically disadvantaged. For this study, data were gathered through the review of the records of a sample of 25 JTPA sites. The study found that the emphasis on high placement/low cost performance has generally operated as a disincentive to targeting services on particular groups of clients, particularly those that might require supportive services or a combination of training services. In addition, the severely reduced allocation of Federal resources to employment and training services over the past five years has lessened the inclination of program administrators to focus local JTPA programs on specific issues or groups of eligibles; thus, services for women specified in the legislation have not received high priority in the implementation. Specially tailored programming for women was limited to a very small percentage of training dollars. Hard-to-serve target groups such as displaced homemakers and teenaged parents were only very rarely offered special services. However, other research projects have shown that projects offered to women, especially to disadvantaged groups and welfare recipients, have been quite successful in raising women's earnings. Such programs should be used as examples in determining the future thrust of JTPA's programs for women. (KC)

ED 273 791 CE 044 968

Bagley, Bill; Challis, Bob
Inside Open Learning. Studies in Further Education.
Further Education Staff Coll., Blagdon (England).
REPORT NO.- ISBN-0-907659-37-3
PUB DATE- 85
NOTE- 87p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Administrator Role; *Adult Education; *College Programs; Educational Objectives; Foreign Countries; Higher Education; Nontraditional Education; *Open Education; Postsecondary Education; *Program Development; Staff Development; Student Attitudes; Teacher Attitudes; *Teacher Participation; Teacher Role
IDENTIFIERS- *Great Britain

A study examined the experience of teachers, students, and college administrators in the following three open learning schemes for adult students in Great Britain: Flexistudy at Abraham Moss Open College, the mathematics and communications workshops at Bradford College, and the Technical Education Council programs at Moston College of Further Education. The satisfactions and dissatisfactions expressed by the teachers involved in the programs could be grouped into the following five clusters: becoming involved, controlling knowledge, dealing with the complexity of the method, addressing the complexity of the role, and handling the personal distance inherent in the programs. Starting open learning schemes, involving staff, providing administrative support, determining staffing schemes, accounting for resources, and determining the location of an open learning scheme within the structure of a given college were all seen as issues of open learning programs that are of particular concern for college administrators. The comments that the teachers and administrators provided.with respect to these issues were used as the basis for formulating a series of questions for teachers and administrators planning to develop open learning programs. (This report ends with lists of questions for teachers and administrators. The questions for teachers address various aspects of getting and being involved in open learning schemes, and those for administrators deal with purpose and motive procedures for setting up a program, staff and staff development, management information, and future development.) (MN)

ED 273 819 CE 045 037

Harvey, Dexter; Cap, Orest
Resource Material. Handbook of Selected Case Studies.
Manitoba Univ., Winnipeg. Faculty of Education.
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- 86
NOTE- 271p.; For related documents, see CE 045 027-036.
GRANT- 6553-2-45
AVAILABLE FROM- Faculty of Education, University of Manitoba, Winnipeg, Manitoba, Canada R3T 2N2.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adjustment (to Environment); Adult Education; Adult Programs; *Aging (Individuals); Behavior Problems; Case Studies; *Death; Gerontology; *Human Services; Instructional Materials;

*Older Adults; *Physical Disabilities; *Service Occupations; Social Services; Staff Development

This handbook is designed to assist instructors in training human service workers who come into contact with older adults. The 250 case studies are actual cases collected by research staff in the field. Suggestions are offered for a variety of methods the instructors may use in presenting the cases. Recommendations are made for forming working groups. Questions are also suggested to stimulate discussion of the cases or to bring it back to a more productive direction of inquiry. The questions are rather general in nature and may be applied to most of the case studies whatever method is used for their presentation. The cases are organized into four groupings with similar principles involved in each group. Groupings are adjustment to physical disability, adjustment to living environment, death and dying, and inappropriate social/sexual behavior. A grouping of miscellaneous cases is also included. (YLB)

ED 273 876 CG 019 340

Chi, Keon S.
House Arrest: Florida's Community Control Program.
Council of State Governments, Lexington, Ky.
REPORT NO.- RM-764
PUB DATE- Jul 86
NOTE- 8p.
AVAILABLE FROM- The Council of State Governments, Iron Works Pike, P.O. Box 11910, Lexington, KY 40578 (free to state officials, $4.00 to all others).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Correctional Institutions; *Criminal Law; *Electronic Equipment; *Prisoners; *Sentencing
IDENTIFIERS- *Florida; House Arrest

This report highlights Florida's house arrest program, a new alternative to prison incarceration viewed as a significant criminal justice experiment. The implementation and operation of the community control program is decribed, specific goals and objectives of the community control program are listed, and a preliminary assessment is offered. Major features of Florida's community control program are described, including house arrest, employment and reparation, and pilot projects to electronically monitor offenders. In an effort to discuss transferability of the community control concept and strategies, including electronic monitoring devices, the report also highlights the results of a survey of 50 state corrections agencies on home incarceration programs. The survey results are presented in three groups: (1) states which have experimented with community control programs allowing low risk offenders to live and work in the community under intensive supervision; (2) states which have initiated such programs in 1986; and (3) states which have experimented with electronic monitoring devices as a means of intensive supervision. The report concludes that, after more than two years of testing, the Florida community control program may be seen as an option supplying an alternative to prison incarceration and as a program that may be tested in other states. (NB)

ED 273 891 CG 019 355

Yoho, Kay Stradinger
Effective Application of Cognitive Behavioral Interventions with Children Deficient in Self-Control.
PUB DATE- Jun 85
NOTE- 40p.; Doctor of Psychology Research Paper, Biola University, California.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Behavior Modification; *Cognitive Restructuring; Counseling Effectiveness; *Generalization; *Problem Children; *Problem Solving; *Self Control
IDENTIFIERS- *Verbal Self Instruction

Clinicians must work to increase the levels of self-control of their hyperactive, impulsive, or aggressive child clients to treat their academic, social, and personal problems effectively. Outcome studies of cognitive behavioral interventions have contributed data suggesting that effective application of these interventions does increase the children's self-control. These interventions teach the child cognitive strategies to use in gaining self-control over maladaptive behaviors. Verbal self-instruction and problem solving are the two basic cognitive behavioral intervention approaches applied to children deficient in self-control. Verbal self-instruction is often applied to self-control problems affecting academic performance and other intrapersonal situations. One verbal self-instruction package consists of five steps:

cognitive modeling; overt external guidance; overt self-guidance; faded, overt self-guidance; and covert self-instruction. Problem solving training is often applied to self-control problems affecting social skills and interpersonal situations. Common elements of problem solving interventions include modeling, overt rehearsal, role-playing, and feedback. While verbal self-instruction and problem solving training showed positive results for increasing children's self-control on training tasks, they were less positive in producing generalization of self-control to other situations. Guidelines for more effective applications of these interventions include: (1) integrating response-cost contingencies and conceptual teaching into training procedures; (2) assessing mental age or level of cognitive development; and (3) combining cognitive behavioral strategies with other treatment approaches (psychostimulants, child self-monitoring, training family members). A seven-page reference list concludes the paper. (NB)

ED 273 919 CG 019 384

Missing and Exploited Children. Hearing before the Subcommittee on Juvenile Justice of the Committee on the Judiciary. United States Senate, Ninety-Ninth Congress, First Session on S. 1174 (Lexington, KY, August 21, 1985).

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

REPORT NO.- Senate-Hrg-99-476
PUB DATE- 86
NOTE- 77p.; Some pages may be marginally reproducible due to small print. Serial No. J-99-54.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Child Abuse; Children; Child Welfare; *Federal Legislation; Hearings; *State Federal Aid; State Programs
IDENTIFIERS- Congress 99th; *Kentucky; *Missing Persons

This document presents witness testimonies and prepared statements from the Senate hearing called to examine the issue of missing and exploited children. In his opening statement, Senator McConnell discusses S. 1174, a bill he introduced to provide some limited funding for a matching grant program to establish state missing children's centers around the country. McConnell lists three purposes of the hearing: to hear testimony about S. 1174; to provide an update on the number of instances of missing and exploited children; and to present a report on the progress of Kentucky's missing children center. Opening statements are also included by Senators Ford and Denton, and the text of S. 1174 is provided. Witnesses include: (1) Ronald J. Pregliasco, president of the Kentucky Alliance for Exploited and Missing Children; (2) Earl Dunlap, administrator of the Louisville and Jefferson County Exploited and Missing Child Unit; (3) Rebecca Wingate, project director for the Exploited and Abused Children in Lexington, KY; (4) Larry Wooldridge, director of the YMCA Shelterhouse in Louisville; (5) David VanMeter from the Kentucky State Police Missing Child Information Center; (6) Wanda Sellers Cotton, mother of a missing son; (7) Joanne Wunker Roach, a grandmother who relates the experiences of her grandchildren; and (8) Rosaline Mudd, from the Ann Gotlib Search Team. Materials submitted for the record are included. (NB)

ED 273 962 CS 209 986

Sunflower, Cherlyn H.; Crawford, Leslie W.

What Instructional Support Do Elementary Students Receive for Writing?

PUB DATE- 86
NOTE- 32p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Prewriting; Revision (Written Composition); Teacher Student Relationship; *Teaching Methods; Writing Evaluation; Writing Exercises; Writing for Publication; *Writing Instruction; *Writing Processes; *Writing Research

A study investigated how and when writing is used at the elementary school level to determine (1) what kind of instructional support elementary students receive, (2) what prewriting support is provided, (3) what support for revising is offered, and (4) what happens to the students' writings. Using preservice teachers as observers, data were collected in 75 elementary classrooms (grades 1 through 6) over a 3-week period. Analysis of observations indicated that the most frequent kind of instructional support used prewriting, composing, revising for conventions or ideas, and "fate" (collecting, grading, and various types of publishing). While prewriting activities (such as direction giving or brainstorming) occurred previous to 79% of the writing, many of these activities were inappropriate as support activities. No revising occurred during 66% of writing instruction, but revising support did occur 34% of the time. "Fate" occurred after 86% of the writing, although true publishing involving a real audience occurred less than 30% of the time. Elementary students received very little high quality instructional support for developing into self-directing writers, in part because elementary teachers adhere to the traditional pedagogy of collecting and grading written work even though current research shows that this inhibits writing. (Tables of data are included.) (SRT)

ED 273 977 CS 210 044

Logan, Lloyd; And Others
The Year in the Schools. Handwriting Implementation Project Study, Report #3.
Queensland Univ., Brisbane (Australia). Dept. of Education.
PUB DATE- Jul 86
NOTE- 46p.; For reports 1 and 2, see ED 247 589 and ED 258 208, respectively.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrative Problems; *Administrator Attitudes; Class Organization; Course Evaluation; Elementary Education; Foreign Countries; *Handwriting; *Inservice Teacher Education; Instructional Design; Instructional Improvement; *Instructional Innovation; *Instructional Materials; Letters (Alphabet); Questionnaires; *Teacher Attitudes; Teacher Response; Teacher Workshops; Teaching Methods; *Writing Instruction

IDENTIFIERS- Australia

Assembled from perceptual data gathered from questionnaires, this report outlines teachers' and administrators' opinions based on their first year's experience teaching handwriting (the Beginner's Alphabet) to first grade children using a new syllabus. Nine supporting tables are included and response statistics are detailed (Appendix 1 contains samples of the actual questionnaires given). Note is taken of the fact that no empirical evidence was used to validate the reported data. The report describes four modes of inservice education and training that were available to the teachers (the first three were also available to school administrators): workshops, publications, advisory teacher consultancy, and school based consultancy. The report also discusses reported teaching method preferences, the nine main teaching difficulties cited by the respondents, and projected difficulties, with a list of requested assistance for 1986. Finally, the teaching of handwriting and the in-service education program are discussed, and concerns raised by regional staff on the program are cited (summaries of the regional reports are provided in appendix 2.) It is concluded that the planned project study was effectively executed and that, though much remains unsettled, some direction regarding further investigation of the new teaching method has been achieved. References are included. (JD)

ED 274 005 CS 505 365

Moffitt, Mary Anne

Function of Hero and Heroine in Women's Formula Fiction: A Gaining of Self through Separation, Identification, and Assimilation.

PUB DATE- May 86
NOTE- 40p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Females; *Identification (Psychology); Interpersonal Relationship; Literary Criticism; Maturity (Individuals); Novels; Personality Change; *Personality Development; Personality Theories; Personality Traits; Popular Culture; Psychological Characteristics; Rape; *Reader Response; *Role Models; *Self Actualization; Sex Differences; Sex Role; Sex Stereotypes; Sexual Harassment; *Sexual Identity; Sexuality
IDENTIFIERS- *Romance Novels

Romance novels have become increasingly popular and sexually explicit, in part because women may gain a sense of self through reading them and perhaps in reaction to the patriarchal structure of society. Women may seek escape and a sense of self-identity through the novels' "larger-than-life" characters and predictable endings. Readers of romance novels take pleasure in the heroine as the embodiment of traits they are unable to project in their own patriarchal surroundings. Reading a romance novel typically progresses in three stages: separation, identification, and assimilation. Separation represents the reader's interpretation of the character traits of the hero and heroine in terms of the separate animus and anima figures (male and female, respectively). The heroine represents the ideal woman who functions as the feminine model awaiting her animus complement. Attraction to the hero is the projection of the heroine's animus spirit. The next stage in the illustration of the relationship of hero and heroine is identification, typically involving misunderstandings, sexual harassment, transformation of the hero, and a happy ending. The final stage in the pursuit of self is the assimilation stage in which the accomplished merger of animus to feminine function signifies the final and full realization of self. The hero is always brutal and uncaring at the outset, but is transformed into a caring individual through assimilation with the anima spirit of the heroine. Romance novels succeed because they satisfy the unconscious need of animus projection and permit a recognition of real self. (SRT)

ED 273 762 CE 044 913

Barnes, Martha; And Others
Language Arts. Basic Supplemental Exercises. Courses 101-104.
Chicago City Colleges, IL. Chicago Urban Skills Inst.
PUB DATE- 85
NOTE- 134p.; For the basic level curriculum guide, see CE 044 912. For the language arts exercise book for grade 2, see CE 044 914.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Basic Education; Alphabets; *Beginning Reading; *Language Arts; Learning Activities; *Literacy Education; *Reading Comprehension; *Sight Vocabulary

This book of supplemental exercises is one of a series of books designed to provide educational materials for students in addition to the instructional texts in the Adult Learning Skills Program. Exercises in this basic level book are for the language arts subject area. Course numbers and exercise topics are: 101 (directional words, similarities and differences, alphabet, letter sequence, left to right progression, names and addresses, following directions), 102 (sight words, beginning consonants, final consonants, classifying pictures, best title, details), 103 (sight words, short vowels, signs, picture sequence, word groups), and 104 (sight words, middle consonants, capitalization, punctuation, the word "I," best title, main idea, details). (YLB)

ED 273 777 CE 044 930

Locci, Lois; And Others
Mi Carrera. Volume III: Future Visions = Visiones Futuras.
Santa Clara County Superintendent of Schools, San Jose, Calif.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Div. of Vocational Education.
PUB DATE- 85
NOTE- 75p.; For related volumes, see CE 044 928-931.
AVAILABLE FROM- Santa Clara County Office of Education, 100 Skyport Drive, M.C. 236, San Jose, CA 95115 ($5.00; four-volume set--$37.00).

LANGUAGE- English; Spanish
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Automation; Behavioral Objectives; *Career Education; *Computers; *Futures (of Society); *Job Skills; Learning Activities; Secondary Education; *Spanish Speaking; *Technological Advancement; Work Environment

This curriculum guide is the third of a four-volume set that is intended to improve career and vocational guidance services to Spanish-speaking students in grades 9 through 12. The first section outlines the goal and objectives of the materials. The remaining four sections consist of English and Spanish translations of activities and handouts on the following topics: daily life in the future, work in the future, the trend toward increasing use of computers, and skills for a changing work force. Each section contains some or all of the following: objectives, the approximate time necessary to complete the lesson, a list of materials provided, suggested activities (with sample discussions provided in English and Spanish), vocabulary, activities, possible answers to the activities, and handouts. (MN)

ED 273 804 CE 045 016

Fry, Ronald R.
Work Evaluation and Adjustment. An Annotated Bibliography.
Wisconsin Univ.-Stout, Menomonie. Stout Vocational Rehabilitation Inst.
SPONS. AGENCY- Rehabilitation Services Administration (ED), Washington, DC.
REPORT NO.- ISBN-0-916671-62-3
PUB DATE- 86
NOTE- 256p.
AVAILABLE FROM- Materials Development Center, Stout Vocational Rehabilitation Institute, Menomonie, WI 54751 ($21.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Disabilities; Postsecondary Education; Secondary Education; *Vocational Adjustment; Vocational Education; *Vocational Evaluation; *Vocational Rehabilitation

This bibliography, which covers literature from 1947 through 1984, contains entries for 2,154 documents. Most documents are journal articles but they also include research reports, rehabilitation facility in-house materials, speeches, unpublished papers, and hardcover books. The bibliography serves as a reference to the literature in vocational evaluation and adjustment services and as a catalog. (All of the literature listed here is available on a loan basis from the Information Retrieval System of the Materials Development Center, School of Education and Human Services, University of Wisconsin-Stout.) Most of the literature listed is directly related to the processes of vocational evaluation or adjustment services and likely to have been written by a vocational evaluator, an adjustment specialist, or a teacher in one of these areas. Other literataure about topics important and useful to the process is also included. Examples are literature related to the Dictionary of Occupational Titles or behavior modification. The entry for each document provides this information: author/developer/institution/editor; title; source (publication), date, issue, and pagination; or place and date of publication. Author and subject indexes are provided. (YLB)

ED 273 848 CE 045 112

Sommer, Thomas W.

Augusta Area Technical School Curriculum and Assessment Model. Reference Guide.

Augusta Area Vocational-Technical School, Ga.
PUB DATE- Sep 86
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Course Objectives; Models; *Objective Tests; *Performance Tests; Technical Education; *Test Construction; *Test Items; *Vocational Education

A model was developed to provide a uniform method for vocational and technical education content experts to develop test items (written questions and performance measures) that are congruous with course-level exit competencies. The model is essentially a closed-system approach in that specific action verbs must be identified and operationally defined. Once identified and defined, these action verbs are exclusively used when developing course-level competencies. The operational definitions of the action verbs include (1) general type of learning to be measured, (2) level of learning to be measured, (3) brief description specifying the nature of the learning, and (4) primary test item format that must be used to measure the learning. The test item writer is provided specific guidelines to follow when analyzing competencies and developing test items to measure these competencies. (Appendix A is the procedural guide for developing test items and performance measures. Contents include assessment requirements of a competency; advantages and limitations of types of test items; guidelines for writing each type of test item; and guidelines for developing performance assessments. Appendix B is a glossary of operational definitions of action verbs. Appendix C provides sample stems of multiple-choice test items related to specific action verbs.) (YLB)

ED 273 862 CG 019 326

Maisto, Stephen A.; Nirenberg, Ted D.

The Relationship between Assessment and Alcohol Treatment.

PUB DATE- Aug 86
NOTE- 21p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Alcoholism; *Client Characteristics (Human Services); *Counseling Effectiveness; Counseling Techniques; *Drinking; *Individual Needs; *Patients; Veterans
IDENTIFIERS- *Matching Hypothesis

The matching hypothesis, presented in this study, predicts that designing treatment according to patient characteristics leads to better outcomes. A study was conducted to collect data on current practices of patient-treatment matching in alcohol treatment. A questionnaire was completed by 70 directors of Veterans Administration inpatient alcohol treatment programs. The highest rate of matching was reported for marital and family problems. The rates of matching for the treatment of other drug use, psychopathology, and sexual dysfunction reflected the prevalence of these problems among individuals presenting for alcohol treatment. The data on posttraumatic stress disorder (PTSD) were consistent with the high frequency of drug and alcohol problems in individuals with PTSD. The preliminary results of the survey revealed a range of program components and a range of patients using components when they were available. These results, combined with responses to direct questions about screening practices and matching for the treatment of specific problem areas, suggest that there is a high rate of matching done in the context of inpatient alcohol treatment and for a wide variety of problem areas. (NB)

ED 273 905 CG 019 370

Craig, Rebecca T.
Mental Health Services for Children and Youth: Strengthening the Promise of the Future. Human Resources Series.
National Conference of State Legislatures, Denver, CO.
REPORT NO.- ISBN-1-55516-163-4
PUB DATE- Jun 86
NOTE- 19p.; A product of the Mental Health Project. For related documents, see CG 019 371-375.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - Serials (022)
DESCRIPTORS- Adolescents; Children; *Financial Support; *Government Role; *Mental Health Programs; *State Legislation
IDENTIFIERS- *Child Health; Kentucky

Mental health services for children and adolescents from the states' perspective is the topic of this document. The introduction provides statistics on mental health service needs and utilization in this population, while highlighting underserved needs. The history of mental health services provision and funding is traced from isolated state hospitals, to community programs, to coordination of service systems, and finally, because of restricted financing, back to traditional residential care. It is noted that states are responsible for over 90% of expenditures. The lack of service coordination is presented. Barriers to appropriate service delivery are discussed including economic disincentives and crises orientation. General legislative guidelines for state legislatures to follow in establishing a continuum of care for children are given for the areas of prevention, non-residential, and residential services. Specific state legislation is summarized. Future trends and implications are discussed. The major implication is that children with emotional disorders who do not receive treatment grow up to be disabled adults. A five-page case study of Kentucky is presented. Ten references are listed. (ABL)

ED 273 933 CS 008 546

French, Michael P., Ed.; Elford, Shirley J., Ed.
Literature and Reading.
Wisconsin State Reading Association, West Allis.
PUB DATE- 86
NOTE- 90p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)

DESCRIPTORS- Basal Reading; *Childrens Literature; Computers; Developmental Stages; Elementary Education; Exceptional Persons; *Literature Appreciation; Poetry; *Reading Instruction; *Reading Material Selection; Reading Research; Teaching Methods

The articles in this themed issue focus on the use of real literature in reading instruction. Following a comment from the editor, the titles of the articles and their authors are as follows: (1) "Understanding Poetry: Questions to Consider" (Nancy Wiseman Seminoff); (2) "Experiencing a Novel: The Short and Long of It" (David M. Bishop and Rosemary Ingham); (3) "Literacy through Literature: Improving on the Basal" (Michael W. Higgins); (4) "Toto, I Don't Think We're in Workbooks Anymore" (Jim Paprocki); (5) "Exceptional Needs Students Deserve Literature Too" (Diane L. Endres); (6) "Children's Books Related to Computers" (Maribeth A. Henney); (7) "Literacy, Literature, and Reading Aloud" (Rosalind Wold); (8) "Research Update: Children's Literature and Reading" (Cecilia Schrenker); and (9) "Bibliotherapy" (ERIC Clearinghouse). Also included is a section of the best works of Wisconsin's young authors, and the Pat Bricker Memorial Award announcement. (HTH)

ED 273 948 CS 209 789

Shah, Hemant

International Regulation of Direct Broadcast Satellites: The Roles of UNESCO, ITU and the UN.

PUB DATE- Aug 86

NOTE- 30p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Broadcast Industry; *Communications Satellites; *Foreign Policy; *International Cooperation; *International Law; International Relations; *Telecommunications
IDENTIFIERS- *Direct Broadcast Satellites; *International Regulations; International Telecommunications Union; Unesco; United Nations

Developments in direct broadcasting satellite (DBS) regulation--which have evolved in the United Nations (UN), the International Telecommunications Union (ITU), and Unesco--have had an impact on the current international regulatory environment for DBS, especially those regulations evolving in the ITU, which has established a foundation of technical norms upon which further regulation can be created. Two international problems have blocked the widespread establishment of DBS systems: that of international broadcasting via DBS and that of access to the "geosynchronous orbits" (GSO). While the UN became bogged down in the free flow of information vs. the national sovereignty question and Unesco began to concentrate on the New World Information Order issue, the ITU moved ahead with the formulation of DBS regulation based on technical parameters. The history of efforts to formulate international DBS regulations suggests several implications for the regulatory environment, specifically that (1) future success will depend on the willingness of nations to cooperate and compromise; (2) Western countries are likely to stay in ITU; (3) as long as strictly technical problems and issues exist, the ITU will continue to be the forum in which further DBS regulations are created; and (4) technological advances and economic developments will complicate the creation of further DBS regulations. A list of 66 references is appended. (JD)

ED 274 018 CS 505 385

Hobbs, Renee
Visual-Verbal Synchrony and Television News: Decreasing the Knowledge Gap.
PUB DATE- 25 May 86
NOTE- 31p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Cognitive Style; College Freshmen; Comparative Analysis; Educational Research; Higher Education; Listening Comprehension; News Media; *News Reporting; *Prior Learning; *Programing (Broadcast); Television Research; *Television Viewing; Visual Learning
IDENTIFIERS- *Visual Verbal Synchrony

Noting that both the structural characteristics of television and the characteristics of the viewer may influence comprehension of television news, a study tested the hypothesis that the synchronous presentation of television news will maximize learning for viewers with low prior knowledge of program content. Synchronous and nonsynchronous programs were developed by manipulating original network broadcasts. In both treatments, the audiotrack and visual information were identical; only the order of the visual information was different. Measures of prior knowledge were taken for 45 college freshmen, who were then randomly assigned to view either a synchronous or a nonsynchronous program. Comprehension measures were used to evaluate recall of program content. Results indicated that with prior knowledge held constant, viewers had higher comprehension scores in the synchronous treatment than those in the nonsynchronous one. The study demonstrates that structural features of television news production can help decrease the "knowledge gap," and that visual-verbal synchrony can reduce the differential acquisition of knowledge by helping viewers with low prior knowledge learn as well as viewers with high prior knowledge. (Author/HTH)

ED 274 031 EA 018 784

Ellis, Thomas I.
The Principal as Instructional Leader.
ERIC Clearinghouse on Educational Management, Eugene, Oreg.; National Association of Elementary School Principals, Alexandria, VA.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Nov 86
NOTE- 6p.
CONTRACT- OERI-R-86-0003
AVAILABLE FROM- Publication Sales, National Association of Elementary School Principals, 1615 Duke Street, Alexandria, VA 22314 ($2.00 prepaid; quantity discounts; Virginia residents add 4 percent sales tax).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Collected Works - Serials (022) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; *Administrator Role; Elementary Secondary Education; *Instructional Leadership; *Leadership Qualities; *Principals; *School Effectiveness; Socioeconomic Influences; Values
IDENTIFIERS- Collegiality

Effective schools research has verified that schools are rarely effective unless the principal is a proficient instructional leader. This article summarizes five recent studies examining the practices and qualities comprising good instructional leadership. A Seattle study by Richard L. Andrews disclosed a statistical correlation between student gains in reading and mathematics and teachers' perceptions of their principal's effectiveness--especially in schools with many low-income students. Phillip Hallinger and Joseph Murphy found that a community's socioeconomic status heavily affected the behavior of effective instructional leaders and their choice of management style. In San Francisco, David C. Dwyer found that proficient instructional leaders act on personal beliefs and values, as well as perceptions of their schools' and communities' needs. In Texas, William Rutherford and his associates studied the principal's impact on teachers' instructional improvement efforts. The most successful principals clearly communicated expectations, provided technical assistance, and monitored the results. Finally, Thomas Bird and Judith Warren Little showed that effective instructional leadership means cultivating and sustaining norms of civility, collegiality, and continuous improvement. A summary of each study is provided, together with full bibliographic and availability information. (MLH)

ED 274 059 EA 018 819

SEIS Data Profiles. Southeastern Educational Information System. Third Issue .

Southeastern Regional Council for Educational Improvement, Research Triangle Park, N.C.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Feb 86

NOTE- 110p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Educational Change; *Educational Finance; *Educational Policy; Elementary Secondary Education; Public Support; *School Statistics; *Socioeconomic Background
IDENTIFIERS- Excellence in Education; *Southeastern Regional Council Educ Improvement; United States (Southeast)

This reference document attempts to provide southeastern educators with useful information for developing and implementing educational policy. Part I consists of "data profiles" that summarize major trends and implications concerning socioeconomic characteristics, student performance, financial support for education, educational staff, and reform initiatives. The analysis reaffirms the critical link between economic strength and educational excellence. While educational achievement and the economy are both improving in the Southeast, this region still has lower per capita income and a greater number of children from poor families than the other three regions. The data reveal other important variables, including (1) a "graying" of the population, (2) changes in the size and composition of public school enrollments due to economic and population shifts, (3) lower teacher salaries, (4) changing funding patterns for public education, and (5) improving student performance. Part II contains data tables and a state-by-state outline of reform initiatives. Part III comprises a source list of 25 references and a sample state data survey. (MLH)

ED 274 073 EA 018 836

Taylor, Arthuryne; Valentine, Barbara
Effective Schools. What Research Says About Series, Number 1. Data-Search Reports.
National Education Association, Washington, D.C. Research Div.
PUB DATE- Dec 85
NOTE- 26p.
AVAILABLE FROM- Publication Sales, NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 3107-5-10; $10.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reference Materials - Bibliographies (131)
DESCRIPTORS- *Administrator Characteristics; *Classroom Environment; Classroom Techniques; Cognitive Development; Cognitive Measurement; Discipline; Elementary Education; Instruction; *Principals; *Student Attitudes; Student Behavior; *Teacher Effectiveness; Teacher Student Relationship
IDENTIFIERS- *Effective Schools Research

Over a decade of research findings representing the work of more than 100 scholars are contained in the growing body of knowledge about effective schools. This report summarizes the results of studies that focus specifically on the characteristics of effective principals, classrooms, and teachers. The report also offers notes of caution to users of effective schools research. Research indicates that administrative leadership is characterized by principals who promote student cognitive growth, support improvement in teaching and learning, and provide a favorable climate for learning. Research on effective classrooms focuses on characteristic student behaviors and expectations, indications of student cognitive processing, and climate. Research on effective teachers focuses primarily on characteristics of classroom management and instruction. Two bibliographies make up the final two-thirds of the document. The first bibliography emphasizes effective schools studies that have important implications for state policymakers. The second bibliography emphasizes effective schools studies that have important implications for attacking political myths about teaching and factors other than money that motivate teachers. Citations in each bibliography are listed under the headings "Basic Research" and "Applied Research." (IW)

ED 274 087 EA 018 851

Demmon-Berger, Debbie
Effective Teaching: Observations from Research.
American Association of School Administrators, Arlington, Va.
REPORT NO.- ISBN-0-87652-108-1
PUB DATE- 86
NOTE- 21p.
AVAILABLE FROM- Publication Sales, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209 (Stock No. 021-00173; single copies, $5.00 prepaid; sets of 25 copies, $25.00; further quantity discounts available).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Classroom Environment; *Classroom Techniques; Educational Change; Educational Improvement; Elementary Secondary Education; Instructional Improvement; *School Effectiveness; Teacher Behavior; *Teacher Characteristics; *Teacher Effectiveness; *Teacher Student Relationship; *Teaching Methods

This booklet summarizes research observations of the last 15 years about techniques and characteristics of effective teachers. The booklet presents information to assist teachers in the classroom, to stimulate discussion, and to promote effective approaches. Effective teaching cannot always be measured, yet effective teachers have a major effect on students' futures. Following reports in the mid-1960's that teachers could do little to change the influence of the home on students' achievement levels, researchers during the 1970's discovered that teachers and schools do in fact have substantial effects. The book briefly discusses 15 characteristics and techniques found among effective teachers, who, for the most part: (1) tend to be good managers, (2) use systematic instruction techniques, (3) have high expectations of students and themselves, (4) believe in their own efficacy, (5) vary teaching strategies, (6) handle discipline through prevention, (7) are caring, (8) are democratic in their approach, (9) are task-oriented, (10) are concerned with perceptual meanings rather than with facts and events, (11) are comfortable interacting with others, (12) have a strong grasp of subject matter, (13) are accessible to students outside of class, (14) tailor teaching to student needs, and (15) are flexible and imaginative. Thirty-five references, from which the summary is drawn, are appended. (CJH)

ED 274 101 EA 018 867

Marshall, Catherine
Policymakers' Assumptive Worlds: Informal Structures in State Education Policymaking.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 64p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, Chicago, IL, March 21-April 4, 1985).
GRANT- NIE-G-83-0020
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Communication Research; *Decision Making; Elementary Secondary Education; Influences; Interpersonal Relationship; *Policy Formation; Politics; Politics of Education; Social Control; Social Psychology; Sociocultural Patterns; *State Officials; Statistical Analysis; *Values
IDENTIFIERS- *Alternate State Policy Mechanism Study; Arizona; California; Illinois; Pennsylvania; *Policy Makers; West Virginia; Wisconsin

Before there can be an understanding of politics, policy, and action in education, there must be an understanding of the value systems of policymakers. Policymakers, in their talk, in their choices of symbols and metaphors, in their choices of strategies for dealing with conflict, reveal their own needs, their role orientations, their group affiliations, and their assumptions about how the decisionmaking process should occur. This paper draws on research conducted by the Alternate State Policy Mechanism (ASPM) study, which used common interviewing protocols and methods with people in comparable positions in six different state policy systems. Using data showing the relative influence rankings of a wide range of policy actors (including lobbyists and bureaucrats), this paper focuses on the words of policymakers--their modes of expression and obfuscation--as well as their rituals, assumptions about appropriate behavior, and sanctioning systems as a means of understanding power and policy systems at the state level. The paper also identifies the commonalities and significant differences displayed in the relative rankings of influence of policy groups in the different states. The data collection instrument used in the survey findings for each state and four pages of references are appended. (IW)

Beyond "Yes or No": The Vulpe' Performance Analysis System. Revised.

Hampton Univ., VA.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Handicapped Children's Early Education Program.
PUB DATE- Feb 85
NOTE- 20p.; Prepared by the Mainstreaming Outreach Project. Some tables contain small type.
GRANT- G008530165
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behavior Rating Scales; *Diagnostic Teaching; *Disabilities; Elementary Secondary Education; Recordkeeping; *Scoring; *Student Educational Objectives
IDENTIFIERS- *Vulpe Performance Analysis System

The booklet describes the Vulpe' Performance Analysis System (VPAS), a measure of a child's progress in developmental activities which provides a link to instructional programming. In the assessment stage the child's performance is scored according to how much and what type of assistance is required to perform the task. The scale ranges from no interest or attention to the task through requiring some physical or verbal assistance to the ability to transfer the skill to new situations. Sample scoring sheets for both individuals and group recordkeeping are provided. In the translation phase the assessment information is analyzed to identify the method by which the child learns most effectively and the skills which the child is ready to master. This information is shared with the parents and incorporated into the individualized education program (IEP). The final step is utilization of the VPAS, with instruction geared toward the meeting of weekly objectives. The VPAS scoring system can be used with many disciplines and other assessment instruments. (DB)

ED 273 834 CE 045 075

McCann, Kevin

Selected Landscape Plants. Slide Script.

Ohio State Dept. of Education, Columbus. Agricultural Education Service.; Ohio State Univ., Columbus. Agricultural Curriculum Materials Service.
REPORT NO.- AGDEX-271/30
PUB DATE- 84
NOTE- 53p.; Photographs may not reproduce well.
AVAILABLE FROM- Ohio Agricultural Education Curriculum Materials Service, 2120 Fyffe Road, Room 254, Columbus, OH 43210-1099 ($3.00; slides and script--$75.90).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Agricultural Skills; Botany; *Landscaping; Learning Activities; *Ornamental Horticulture; Plant Growth; *Plant Identification; Postsecondary Education; Scripts; Secondary Education; *Trees; *Vocational Education

This slide script, part of a series of slide scripts designed for use in vocational agriculture classes, deals with commercially important woody ornamental landscape plants. Included in the script are narrations for use with a total of 253 slides illustrating 92 different plants. Several slides are used to illustrate each plant: besides a view of the form of each plant, close-ups of the flower, fruit, or foliage are provided. Plants are grouped by type, and, in each group, plants are treated alphabetically by genus. The categories are deciduous trees, deciduous shrubs, ground covers, broadleaf evergreens, and needled evergreens. At the end of the script are two indexes: one for the scientific name and family of each plant and the other for the common names. The introduction to the script also includes suggestions for its use and recommended additional learning activities. (MN)

ED 273 877 CG 019 341

Parental Kidnaping and Child Support. Hearing before the Subcommittee on Juvenile Justice of the Committee on the Judiciary. United States Senate, Ninety-Ninth Congress, First Session on Problems of Domestic and International Kidnaping and Child Support Enforcement (July 19, 1985).

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

REPORT NO.- Senate-Hrg-99-469
PUB DATE- 86
NOTE- 56p.; Serial No. J-99-40. Portions contain small print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Child Custody; Children; *Federal Legislation; *Government Role; Hearings; International Crimes; *International Law
IDENTIFIERS- *Child Support; Congress 99th; *Parent Kidnapping

This document presents witness testimonies and prepared statements from the Senate hearing on parental kidnapping and child support. Opening statements are included from Senators Arlen Specter and Mich McConnell. Rebecca Hickman testifies about her experience when her daughter was abducted by the noncustodial father and taken to Iran. Hickman asks the government to: (1) aid in her daughter's return; (2) introduce laws requiring law enforcement personnel to take parental kidnappings seriously; and (3) make laws giving American children held overseas the same protection under U.S. laws as American adults who are kidnapped and held overseas. Peter H. Pfund, Assistant Legal Adviser for Private International Law comments on the assistance that the State Department can provide in connection with international child abductions and on a new international agreement providing a more effective means for obtaining the return of internationally abducted children. Carmen A. DiPlacido, director of the Office of Citizens Consular Services, Bureau of Consular Affairs, U.S. Department of State describes what procedures are available for the return of the Hickman child and explains what the State Department has done in the case. Other witnesses include Nancy D. Polikoff, a staff attorney and director, National Project on Child Support and Child Custody, Women's Legal Defense Fund; and Wayne E. Dixon, a private consultant in the field of child support enforcement. Questions and answers, and materials submitted for the record are included. (NB)

ED 273 991 CS 210 085

Sutherland, Zena
The Best in Children's Books. The University of Chicago Guide to Children's Literature, 1979-1984.
REPORT NO.- ISBN-0-226-78060-0
PUB DATE- 86
NOTE- 511p.
AVAILABLE FROM- The University of Chicago Press, 5801 S. Ellis Ave., Chicago, IL 60637 ($35.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Adolescent Literature; Annotated Bibliographies; Book Reviews; *Childrens Literature; Elementary Secondary Education; Reading Aloud to Others; Reading Interests; *Reading Materials; *Reading Material Selection; Recreational Reading; Supplementary Reading Materials

Prepared to help instructors select the best available reading materials for children and adolescents, this bibliography contains short book reviews that have been previously published in the "Bulletin of the Center for Children's Books." Books for children and young people of all ages are reviewed, and occasionally an adult book that may be of particular interest to adolescent readers is included. The books are listed alphabetically according to author, and a title index is included. The books are indexed according to five other schemes: (1) the developmental values index is based on the analysis of each book for those elements that illuminate some aspect of achieving maturity; (2) the curricular use index suggests books for incorporation into the school curriculum or for supplemental reading in relation to curricular units; (3) the reading level index is arranged progressively by grades following the books for preschool children, which are listed by age; (4) the subject index includes both fiction and nonfiction; and (5) the type-of-literature index groups the books by genre. (SRT)

ED 274 046 EA 018 806

Lezotte, Lawrence W.; Bancroft, Beverly A.
School Improvement Based on Effective Schools Research: A Promising Approach for Economically Disadvantaged and Minority Students.
PUB DATE- Apr 85
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Economically Disadvantaged; Educational Benefits; Educational Change; Elementary Secondary Education; *Equal Education; *Minority Groups; *Outcomes of Education; *School Effectiveness; *Student Educational Objectives; Youth
IDENTIFIERS- *Effective Schools Research

This essay addresses the school improvement process based on Effective Schools Research (ESR) and its commitment to equitable and quality education for minority and poor children. After briefly discussing general attributes of ESR-based programs, the essay explains major premises of the effective school. The first premise sets teaching and learning as the primary schooling function, assigning secondary importance to custodial and sorting functions. Other premises concern assessment of student outcomes, monitoring, curriculum mastery, and equal benefits issues. To incorporate these research premises into school practice, the school leader must draw upon three sources of locally derived information: measurable student outcomes, socioeconomic status data, and specified levels of curriculum mastery. The school improvement effort depends on a shared vision and commitment of the school community and it demands staff and organizational development and planned change. Planning steps are described that focus on the needs assessment process and on characteristics of effective schools: (1) a safe and orderly environment, (2) a climate of high expectations, (3) sound instructional leadership, (4) a clear and focused mission, (5) opportunity to learn and student time on task, (6) frequent monitoring of student progress, and (7) supportive home-school relations. (MLH)

ED 274 115 EC 190 288

Davis, C. Leonard; And Others
A Guide for Parents of College-Bound Learning Disabled High School Students. Long Island University Transition Project Learning How to Learn: A High School/College Linkage Model to Expand Higher Education Opportunities for Learning Disabled Students. Position Paper Series: Document No. 7. Draft.
Long Island Univ., Brooklyn, NY.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Apr 86
NOTE- 18p.; For related documents, see EC 190 285-287.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Bound Students; *College Choice; *College Preparation; *Decision Making; Higher Education; High Schools; High School Students; *Learning Disabilities; *Parent Participation; Parent Role

With the increased emphasis on making college programs available for learning disabled students, parents should participate with their children in the investigation of colleges that offer the facilities and support systems which will enable the learning disabled (LD) candidate to achieve success in college. This guide provides a framework to help parents and students go through the college selection process. Following an introduction, a section on "Understanding the LD Student" discusses academic performance levels and social development levels of learning disabled students. The sections called "Criteria for College Selection for LD Students" and "Checklist of College LD Resources and Services" both consider such criteria as campus visits, teacher recommendations, special support services, facilities, and alternatives for learning disabled students. The fifth section, "Factors in Selection of a Suitable College," considers location, level of competitiveness, programs of study, size, cost, campus life, affiliation, and special features. Following this, a "Calendar for College Planning and Selection," starting from the student's high school freshman year and running through the high school senior year, is presented. In the last two sections, eight directories of colleges for special needs students are referenced and a user's evaluation form for the parent's guide is provided. (CB)

ED 273 749 CE 044 850

Burton, Patrice
Certification of Adult Education Teachers.
PUB DATE- 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Education; *Adult Educators; *Educational Policy; *Policy Formation; Postsecondary Education; State Legislation; State Standards; *Statewide Planning; *Teacher Certification
IDENTIFIERS- *Illinois

Illinois does not currently have a statewide certification program for adult educators, although the Illinois Adult and Continuing Educators Association has adopted a set of professional standards for adult educators. Some local school districts in the state do, however, require that adult educators be certified. The issue of whether to require such certification on a statewide basis is controversial. Some individuals contend that certification is an economic issue, with districts often choosing to employ noncertified teachers part time in order to escape the additional costs associated with providing fringe benefits to full-time teachers. Although some question whether certification of adult educators, be it voluntary or mandatory, would benefit the field, others feel that it would, while acknowledging that certification is only as good as those doing the certifying. At least one researcher has written that without certification there would be a much greater opportunity to learn and teach as one chooses. Another researcher has raised a number of issues that must be investigated further before any decision concerning formulation of a certification policy is made. Included among these are whether additional full-time positions would be established in the state for certified adult educators, what resources would be needed to establish certification in some form for adult educators in the state, and the extent to which administrators hire or retain teachers with specialized training and experience or with training or experience in continuing and adult education. (MN)

Barnes, Martha; And Others
Language Arts. Supplemental Exercises. Courses 201-204.
Chicago City Colleges, IL. Chicago Urban Skills Inst.
PUB DATE- 85
NOTE- 114p.; For the basic level curriculum guide, see CE 044 912. For the language arts exercise book for grade 1, see CE 044 913.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Basic Education; *Beginning Reading; *Cursive Writing; *Functional Reading; Learning Activities; Literacy Education; *Phonics; *Sight Vocabulary

This book of supplemental exercises is one of a series of books designed to provide educational materials for students in addition to the instructional texts in the Adult Learning Skills Program. Exercises in this basic level book are for the language arts subject area. Course numbers and exercise topics are: 201 (sight words, long vowels, hard and soft c and g, sight word nouns and verbs, nouns and verbs, description words, details), 202 (sight words, initial and final consonant blends, main idea and details, cursive writing), 203 (sight words, initial and final consonant digraphs, vowel digraphs, predicting story outcome, story completion, cursive writing), and 204 (sight words, vowel diphthongs, classification, answering questions, cursive writing). (YLB)

ED 273 778　　　　　　　　　　　　CE 044 931

Douglas, Denise, Ed.
Mi Carrera. Volume IV: Effective Career Planning with Hispanic High School Students.
Santa Clara County Office of Education, San Jose, Calif.
SPONS. AGENCY- California State Dept. of Education, Sacramento. Div. of Vocational Education.
PUB DATE- 86
NOTE- 209p.; For related volumes, see CE 044 928-930.
AVAILABLE FROM- Santa Clara County Office of Education, 100 Skyport Drive, M.C. 236, San Jose, CA 95115 ($11.00; four-volume set--$37.00).
LANGUAGE- English; Spanish
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Aspiration; Behavioral Objectives; *Career Counseling; *Career Education; *Career Planning; College Choice;

*Group Counseling; Learning Activities; Models; Parent Role; *Parent Workshops; Secondary Education; *Spanish Speaking; Student Educational Objectives

This curriculum guide, the fourth of a four-volume set that is intended to improve career and vocational guidance services to Spanish-speaking students in grades 9 through 12, is actually a collection of three different resources. The first section, "Group Activities: Intercambios," by Maria Garcia, is a model culturally based group counseling process that has been found to be useful in helping students assess who they are and the degree of control that they have over their own lives. Included in this section are a history of the model's development, suggestions for running an Intercambios program, and 12 student activities. The second section, "Parent Workshops," by Lois Locci and Carmen Ponce, consists of English and Spanish translations of handouts for parents as well as information that can be presented to parents in workshops. Materials dealing with the role of the high school parent, graduation requirements, considerations in planning for college, and help for students who do not plan to attend college are provided. Included in the third section, "Staff Resources," by Denise Douglas et al., are English and Spanish handouts to be used by counselors and reviews of additional Spanish language materials that may be ordered for use with students and parents. (MN)

ED 273 792 CE 044 975

Implementation Guide for "An Integrated Vocational Education and Math Skills Model."

Corvallis School District 509J, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem. Div. of Vocational Education.

PUB DATE- 86

NOTE- 128p.; For a related inservice guide, see CE 044 976.

LANGUAGE- English

EDRS Price - MF01/PC06 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Accounting; Credits; Drafting; *Equivalency Tests; *Evaluation Criteria; Fused Curriculum; *Integrated Curriculum; *Mathematics Skills; Models; Office Occupations Education; Program Development; Secondary Education; *Student Certification; Student Evaluation; *Vocational Education

This handbook provides guidelines for organizing a math equivalency credit program and for establishing criteria for awarding math credit for math instruction given in a vocational program. The first two sections discuss the issue of awarding math credit for instruction obtained in the vocational classroom and how to use the guide. Addressed in the section on program organization are criteria for selecting and approving a program for math equivalency credit, designing an equivalency credit process for approval, course sequences for math equivalency credit, the student registration process, procedures for maintaining quality, and course sequence requirements. The fourth section, which covers the applications of mathematical concepts, consists of a matrix of math applications by content unit (accounting, office occupations, and drafting) and a math equivalency checklist that is organized by the same three content areas. A list of resources comprises the fifth section. Appendixes to the guide include example pages of matrices showing applications by course, program area, and content unit; equivalency credit application; and a notice to staff regarding student registration procedures. (MN)

ED 273 820 CE 045 040

Swartz, Carl
Productivity: An Overview.
SPONS. AGENCY- Connecticut State Dept. of Education, Hartford. Bureau of Vocational-Technical Schools.
PUB DATE- 85
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Employer Employee Relationship; *Employment Practices; Evaluation Criteria; *Organizational Effectiveness; *Personnel Evaluation; *Personnel Management; *Productivity; *Work Environment

This training package explains productivity in terms of the difference between worker output and company input. Output is defined in terms of the products and/or services of an organization (number and/or quality of units produced, efficiency of time use, marginal profits) and in terms of behavior (labor turnover, disruptions in routine, wasted production, and work-related accidents). Next, input is defined in terms of wages, fringe benefits, and expenditures on training. Procedures for identifying an output problem and conducting a performance appraisal interview are outlined. The following strategies to encourage workers to increase their productivity are discussed: making working conditions more pleasant; providing such options as participative management, flextime, and job rotation; forming project teams and quality circles; and tying promotions and increases in fringe benefits to increases in productivity. A glossary and set of transparency masters are included. (MN)

ED 273 863 CG 019 327

Bernhardt, James Lawrence
Familial Characteristics of Individuals with Borderline Personality Disorder Diagnosis.
PUB DATE- May 86
NOTE- 47p.; Doctor of Psychology Research Paper, Biola University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Clinical Diagnosis; *Environmental Influences; *Family Characteristics; *Family Environment; Family Relationship; *Mental Disorders; Personality Problems; *Psychological Patterns
IDENTIFIERS- Borderline Personality Disorder

This paper explores the findings and current state of research on the familial characteristics of persons with borderline personality disorder (BPD). A review of the borderline personality disorder emphasizes the development of the term, etiological issues, and treatment issues related to BPD. Two formal approaches for obtaining accurate diagnosis with a borderline patient are noted. Three major areas of familial characteristics are identified. First, the familial transaction patterns of borderline patients are examined, including the issues of separation and autonomy with the BPD family. Studies are reviewed which suggest that the family environment of the borderline patient does not provide for normal developmental needs in the areas of both nurturance and autonomy. Second, research on the family transmission of BPD is reviewed, including research on both the genetic and the social transmission of the disorder. The final area discussed concerns psychiatric disturbances among family members of BPD individuals. Research is presented which indicates that family members of borderline patients often suffer from significant affective or characterological disturbances. It is noted that the current status of the research suggests that, in a variety of ways, the borderline patient is part of a disturbed family milieu. The need for recognition of the impact of the family system on functioning and treatment is discussed in light of the findings. (NB)

Garman, Steven Lee

The Therapeutic Use of Mental Imagery: A Review of Recent Empirical Literature.

PUB DATE- Jun 85
NOTE- 43p.; Doctor of Psychology Research Paper, Biola University, California.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Behavior Modification; Cancer; *Change Strategies; Depression (Psychology); *Imagery; Individual Differences; Locus of Control; *Physiology; *Psychological Patterns; Self Concept
IDENTIFIERS- *Mental Imagery

Mental imagery, an internal representational process that enables an individual to experience an event in imagination, has been used effectively in treating psychological conditions, changing behavioral patterns, and altering physiological processes. Research on the psychological effects of imagery has focused on the influences imagery has on psychodynamic processes, self-concept and locus of control, and depression. Imagery has been used extensively in the behaviorally-oriented therapies and has proven to be a powerful intervention in treating various phobias and anxiety disorders, modifying habits, and improving motor skills. Imagery has been shown to be an effective adjunct in the medical field as well, particularly in the treatment of cancer and certain dermatological conditions. It appears that through their own mental activity, patients can have an important influence on the course of their disease and its treatment. Research has indicated that there are differences in how vividly people can image and that people who can image more vividly are better candidates for imagery therapies. Findings also suggest that it is valuable to match clients with certain characteristics to imagery techniques that specifically suit those characteristics. Guided imagery should be viewed as an adjunct to major treatment modalities which can assist in diagnoses, uncover unconscious issues, restructure thinking patterns, expand conscious experience, build internal resources, and guide certain biological processes. A three-page reference list concludes the paper. (NB)

Child Victim Witness Protection Act of 1985. Hearings before the Subcommittee on Juvenile Justice of the Committee on the Judiciary. United States Senate, Ninety-Ninth Congress, First Session on S. 1156 (Birmingham, AL, September 3, 1985; Washington, DC, November 19, 1985).

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

REPORT NO.- Senate-Hrg.-99-524
PUB DATE- 86
NOTE- 261p.; Serial No. J-99-48. Some pages may be marginally reproducible due to small print.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Child Abuse; *Children; *Court Litigation; Federal Aid; *Federal Legislation; Hearings; State Action; *Victims of Crime
IDENTIFIERS- Congress 99th; *Witnesses

This document presents the texts of two Senate hearings on S. 1156, the Child Victim Witness Protection Act of 1985. The text of the first hearing, held in Birmingham, Alabama, contains the text of S. 1156 and an opening statement by Senator Denton which summarizes the overall policy behind the bill. A statement by Senator McConnell is included. Robert B. Cramer, Jr., district attorney for Madison County, Alabama, testifies on behalf of the Children's Advocacy Center in Huntsville and the National Association of District Attorneys. H. Mark Kennedy, a circuit court judge in Montgomery testifies on behalf of the Children's Trust Fund in Montgomery. Michael C. Roberts, associate professor of psychology at the University of Alabama testifies on behalf of the Society of Pediatric Psychology of the American Psychological Association (APA). Also testifying are Gary L. Aldridge, Alabama State Senator; and Anita Armstrong Morgan, executive director of the Alabama crime victims compensation commission. The text of the second hearing, held in Washington, D.C., contains statements by Senators Denton and Specter, and testimonies by: (1) Lois Haight Herrington, U.S. Assistant Attorney General; (2) Ellen Greenberg, administrative officer for child, youth, and family policy, APA; (3) David S. Liederman, executive director of the Child Welfare League of America, Inc.; (4) Curtis L. Decker, government liaison for the National Association of Protection and Advocacy Systems, Inc.; and (5) Suellen R. Galbraith, program director of the Alabama Developmental Disabilities Advocacy Program. An extensive set of materials submitted for the record is included. (NB)

ED 273 934 CS 008 547

Lesgold, Alan; And Others
Learning to Read: A Longitudinal Study of Word Skill Development in Two Curricula. 1986/4.
Pittsburgh Univ., Pa. Learning Research and Development Center.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- LRDC-1986/4
PUB DATE- 85
NOTE- 35p.; Reprint from: Mackinnon, G. E., Ed.; and Waller, T. G., Ed. Reading Research: Advances in Theory and Practice. Academic Press, Vol. 4, 1985, p107-138.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Journal Articles (080)
DESCRIPTORS- Basal Reading; Beginning Reading; *Decoding (Reading); Elementary Education; Individualized Reading; Longitudinal Studies; Oral Reading; *Reading Comprehension; Reading Improvement; *Reading Instruction; Reading Rate; *Reading Research; Sight Method; *Teaching Methods; *Word Recognition

A study examined how word recognition automaticity develops and its relationship to the acquisition of comprehension skill. Two different methods for teaching reading were used: (1) a global method using the Houghton Mifflin basal reading program, and (2) a code method using the New Reading System, which emphasizes word decoding skills along with comprehension skills. Core data were collected with children over a three-year period from first through third grade. Measures included reaction times for oral reading of individual words and for judgments of word meanings, comprehension of sentences and passages, coding of errors for sensitivity to context and fidelity to the phonemic code, and subtest scores from achievement tests. Results indicated a relationship between word recognition efficiency early in learning and reading comprehension performance later on. The two different teaching approaches resulted in substantial qualitative differences in acquisition of word recognition ability. These differences in oral reading disappeared by the end of third grade. The findings do not provide a basis for choosing between code and global methods, but they do suggest that neither method sufficiently develops word recognition efficiency. Eight figures and four tables of data supplement the text. (SRT)

ED 273 963 CS 209 989

Mueller, Roseanna M.
Teaching Writing through Literature: Toward the Acquisition of a Knowledge Base.
PUB DATE- Feb 86
NOTE- 27p.; Paper presented at the Annual Meeting of the Mid-West Regional Conference on English in the Two-Year College (21st, St. Louis, MO, February 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College English; Cultural Awareness; English Curriculum; Higher Education; *Knowledge Level; *Language Processing; *Literature Appreciation; Prewriting; Problem Solving; Reader Response; Reader Text Relationship; Reading Comprehension; Reading Skills; *Reading Writing Relationship; Teaching Methods; Two Year Colleges; *Writing Instruction; Writing Skills
IDENTIFIERS- Reader Based Teaching (Literature); *Teaching Writing through Literature

Teaching literature as a basis for teaching writing affords a paradigm for teaching structure and meaning. While a truly integrated English department would put equal emphasis upon composition, language, literature, and reading, two-year college curricula have emphasized composition and challenged literature's place. A reader-based model for teaching literary texts decentralizes the lecturer's role while helping the student make observations and inferences within a discourse of knowledge. Problem solving, comprehension, and cultural literacy must be taught within a content area, not as discrete exercises. Scholars argue that teaching writing while confronting literary text would bring together the technical skills of composition, the cultural knowledge within the linguistic form, and the cultural content literature has to offer. Recent research supports this argument. Sharing first drafts and using summaries as focusing exercises encourage the habit of frequent writing. Literacy depends on specific, finite, sometimes superficial knowledge. There are many reasons to include literature in two-year college curricula so that students, rather than being assigned exercises in writing, can be taught to respond to a unified method of reading and making meaning of what they read. (A list of journals reviewed in "College English" is appended. Endnotes and a 52-item bibliography are also provided.) (JD)

ED 273 978 CS 210 047

Raburn, Josephine; Van Schuyver, Billye
The Relationship of Reading and Writing to Thinking among University Students Taking English Composition.
PUB DATE- 84
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Ability; College Freshmen; Critical Thinking; Educational Research; Freshman Composition; Higher Education; *Reading Ability; *Reading Achievement; *Reading Writing Relationship; *Writing Skills

A study examined the relationship between reading and writing and the abstract thinking ability of college freshmen. It was hypothesized that (1) reading ability, writing ability, and thinking ability would be highly correlated; (2) instruction that improves either reading or writing would also improve thinking; and (3) reading, writing, and thinking skills would all be strong predictors of success in freshman composition. Subjects, 250 freshman composition students at an Oklahoma university, completed the "Test of Everyday Writing Skills" (TEWS), the "Nelson-Denny Reading Test" and the "Watson-Glaser Critical Thinking Appraisal." Of these subjects, 120 were then randomly assigned to three treatment groups--one attending the reading laboratory for 20 sessions, one attending the writing laboratory for 20 sessions, and one making up a control group, attending only the composition class. Only nine subjects completed this second part of the experiment. At the end of the 10-week treatment, subjects repeated the three tests. Final course grades were obtained and discriminant analysis was done using the three test scores. Results indicated that reading ability was better than writing ability as a predictor of thinking ability, but both reading and writing were significantly correlated with thinking and with each other. Age was not a factor in thinking. (Tables of findings are included.) (HTH)

ED 274 006 CS 505 366

Beswick, Raymond W., Ed.; Williams, Alfred B., Ed.
Information Systems and Business Communication.
American Business Communication Association, Urbana, Ill.
REPORT NO.- ISBN-0-931874-15-7
PUB DATE- 83
NOTE- 119p.
AVAILABLE FROM- The Association for Business Communication, University of Illinois, 100 English Building, 608 South Wright St., Urbana, IL 61801 ($5.60 member, ($6.60 nonmember, prepaid orders only).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Business Communication; Business Correspondence; Business English; *Communication Skills; Database Management Systems; Data Processing; Electronic Mail; Higher Education; Information Dissemination; *Information Systems; *Technical Writing; Telecommunications; Teleconferencing; Word Processing

Intended to provide orientation about the integration of business communication, business systems, and the researching and teaching of business communication, this books offers articles on a variety of topics concerning business communication. Titles of the articles and their authors are as follows: (1) "Office Technology: Voice Store-and-Forward" (Raymond W. Beswick); (2) "The Integration of DP and WP" (Mona J. Casady); (3) "Automating the Small Business Office" (Peter B. Clarke); (4) "The Database: A Tool for the Business Researcher" (Marie E. Flatley); (5) "Introducing Dictation/Word Processing Systems in Business Writing Classes" (Jeanne W. Halpern); (6) "Audio Teleconferencing: A Practical Experience" (Richard J. Knecht); (7) "The Technology of Word Processing" (Zane K. Quible); (8) "Teleconferencing" (N. L. Reinsch, Jr.); (9) "Electronic Mail: How Will It Change Office Communication? How Can Managers Use It Effectively?" (Judith Stein and JoAnne Yates); and (10) "Telecommuting" (Alfred B. Williams). A list of vendor references is included. (SRT)

Petrello, George J.
An Analysis of Formal Long-Range and Strategic Planning as a Guide for Effective Leadership.
PUB DATE- 10 Oct 86
NOTE- 17p.; Paper presented at the Annual Meeting of the Society of Educators and Scholars (Louisville, KY, October 10-11, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Administration; *Educational Planning; Higher Education; *Leadership; *Long Range Planning; Private Colleges; Public Colleges
IDENTIFIERS- *Strategic Planning

Over the past 15 years, most colleges and universities have engaged in institution-wide long-range planning efforts to examine missions and future expectations. More recently, higher education institutions are adopting strategic planning approaches that move beyond setting goals and objectives to creating specific strategies to accomplish them. To gain information about both planning modes, a 1984 survey of 100 randomly selected public and private colleges in 50 states was undertaken. This article briefly describes the survey methodology and respondent profile and focuses on findings. The return rate was 76 percent, with equal numbers of public and private college responses. Results indicate that 96 percent of respondents used some form of long-range, strategic, or systematic planning process. However, only 43 percent had used strategic or long-range planning for five or more years. In most cases, college presidents or academic vice presidents led the formal planning process. Participation of faculty and other academic and nonacademic leaders was widespread. Further indepth studies are needed to assess the effectiveness of college planning efforts. Five tables are appended, including a list of the colleges and universities surveyed. (MLH)

ED 273 805 CE 045 017

Antonelli, Sharon

An Introduction to the Consumer's Society. An Instruction Manual with Resources for Teaching Limited-English Speaking Students. Consumer Education, Nutrition, Parenting.

San Jose City Coll., Calif.

SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Jun 86
NOTE- 511p.
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Annotated Bibliographies; Behavioral Objectives; Child Rearing; Community Colleges; *Consumer Education; Course Descriptions; Curriculum Guides; *Home Economics; Learning Activities; *Limited English Speaking; Money Management; Nutrition; *Nutrition Instruction; *Parent Education; Postsecondary Education; Two Year Colleges; *Vocational English (Second Language)

These three instruction manuals are designed as aids for faculty and staff teaching consumer education, nutrition, and parenting. They include resources for teaching limited English speaking students. A 17-page Vocational English as a Second Language (VESL) annotated bibliography precedes the instruction manuals. Each manual consists of 18 units. Each teaching unit includes learning objectives, an outline of suggested content, in-class activities, self-study and evaluation suggestions, and a list of resources. The resources section lists materials in written and video availability and cross-references to VOICE (Vocational and Occupational Information Center for Educators) and the VESL bibliography. Units vary in length from one to three hours of classroom instruction. The materials may be used with students in community colleges and the community. A VOICE annotated bibliography concludes each manual. Representative topics in the consumer education manual include advertising, contracts, credit, health care, housing, taxes, and money management. Some nutrition units are food labeling; food shopping; nutrition for adolescence, athletics, children, older adults, and pregnancy; and weight control. Representative parenting units are birth control, blending families, child abuse, pregnancy, infant care, child development, and sex education. (YLB)

ED 273 835 CE 045 076

Powell, Charles C.; Sydnor, T. Davis

Diseases of Landscape Ornamentals. Slide Script.

Ohio State Dept. of Education, Columbus. Agricultural Education Service.; Ohio State Univ., Columbus. Agricultural Curriculum Materials Service.

REPORT NO.- AGDEX-270/636
PUB DATE- 85
NOTE- 19p.; Photographs may not reproduce well.
AVAILABLE FROM- Ohio Agricultural Education Curriculum Materials Service, 2120 Fyffe Road, Room 254, Columbus, OH 43210-1099 ($2.00; slides and script--$24.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Agricultural Skills; Botany; *Disease Control; *Diseases; Floriculture; Learning Activities; *Ornamental Horticulture; Plant Growth; Plant Identification; *Plant Pathology; Postsecondary Education; Scripts; Secondary Education; *Vocational Education

This slide script, part of a series of slide scripts designed for use in vocational agriculture classes, deals with recognizing and controlling diseases found on ornamental landscape plants. Included in the script are narrations for use with a total of 80 slides illustrating various foliar diseases (anthracnose, black spot, hawthorn leaf blight, powdery mildew, cedar-apple rust, cedar-quince rust, apple scab, pyracanthra scab, and other leaf spots); blights (pine tip and juniper tip blights); trunk and stem disorders (fireblight, pachysandra stem blight, cankers, slime flux, black knot, crown gall, and cytospora canker); and vascular wilts (Dutch elm disease, oak wilt, verticillium wilt, and pine wilt nematode). The introduction to the script includes suggestions for using the guide effectively. (MN)

ED 273 849 CE 045 114

Nichols, Julie; Hamilton, Trudy
How to Set Up Latch Key Programs Providing Experiential Opportunities for Child Care Students. Process Manual.
Winnebago Community Unit School District 323, Ill.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 1 Jun 86
NOTE- 43p.; For a related document, see CE 045 115.
CONTRACT- R-21-26-X-4-2-528
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *After School Programs; Child Caregivers; *Latchkey Children; *Occupational Home Economics; *Program Development; Program Guides; Program Implementation; *School Age Day Care; Secondary Education; *Work Experience Programs

Information and materials are presented to aid in the development of an after school program for latchkey children. An introduction describes the program that served as the basis for this manual and that provided this community service while giving hands-on learning experience to high school vocational child development and child care students. Contents include steps in setting up a latchkey program, answers to frequently asked questions about the program, a list of useful community resources, and overviews of child development and child care classes. Also included are samples of the high school child care curriculum lesson plans, a listing of the resources used, and samples of lesson plans developed by the child care leaders that were implemented in the Latch Key Program. An appendix contains an application form for project coordinator, Latch Key Program guidelines, off-grounds permission form, parent evaluation form, child care student evaluation form and results, program registration form, correspondence, and monthly recordkeeping sheet. (YLB)

Craig, Rebecca T.
Making Ends Meet: Maximizing the Mental Health Dollar. Human Resources Series.
National Conference of State Legislatures, Denver, CO.
REPORT NO.- ISBN-1-55516-167-7
PUB DATE- Jul 86

NOTE- 20p.; A product of the Mental Health Project. For related documents, see CG 019 370 and CG 019 372-375.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - Serials (022)
DESCRIPTORS- *Federal Aid; *Financial Support; *Government Role; *Mental Health Programs; *State Aid; *State Legislation
IDENTIFIERS- Oregon

In light of reduced or eliminated federal funding, this report discusses mental health services provisions. The history of mental health service funding is presented. Funding responsibility is traced from communities, to states, to private health insurance, to federal assistance, to community provision with state and federal funds, and finally to reduced federal involvement forcing greater state funding. Current mental health financing structure is discussed in these categories: (1) categoric service provision including state appropriations and state contracts; (2) benefit programs including Medicaid, Medicare, federal block grants, and private sector funding; and (3) cash transfers including Supplemental Security Insurance and social services Title XX block grants. Seven general legislative guidelines for states are presented. Particular state laws pertaining to mental health services are given. Six states' programs are briefly summarized. In a discussion of future trends and implications, efficient use of public and private sector resources and cost containment are emphasized. A case study of Oregon is presented. Thirteen references are listed. (ABL)

ED 273 949 CS 209 840

Berkowitz, Dan
Television News Sources and News Channels: A Study in Agenda-Building.
PUB DATE- Aug 86

NOTE- 20p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Journalism; *Mass Media Effects; *News Media; *Newspapers; *News Reporting; Public Opinion; *Television Research
IDENTIFIERS- *Agenda Setting; *News Sources

Noting that media agenda-setting research has seldom examined how the initial media agenda develops, a study examined the connection between news sources and agenda setting by means of a content analysis of sources and channels appearing in network television news and local television news. The findings were compared to similar studies of newspapers. Results indicated that television relied more heavily on routine news sources than did the newspapers in earlier studies. A similar amount of reliance on officials as sources was found as well as a small percentage of women identified as news sources. The findings suggest that sources may play a large part in agenda setting and therefore affect the public's images of reality. (Tables of statistics and 28 footnotes are appended.) (SRT)

ED 274 019 CS 505 387

Hammond, Sharon Lee

Health Advertising: The Credibility of Organizational Sources.

PUB DATE- May 86
NOTE- 32p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advertising; *Communication Research; Comparative Analysis; *Credibility; *Information Sources; Mass Media; *Mass Media Effects; *Media Research; Newspapers; Nonprint Media; Nonprofit Organizations; Public Opinion; Radio; Television Commercials

A study investigated the perceived source credibility of organizations that produce health messages. Manipulated versions of a health advertisement were generated to represent three types of organizational sources: a nonprofit source, a for-profit source, and a combination of for-profit and nonprofit sources. The advertisements were then produced as print, radio, and television messages. Magnitude estimation scales measured source credibility and message acceptance, while a questionnaire measured the behavioral intention of the 264 subjects. The results showed that the nonprofit source and the combination source were perceived as having significantly higher credibility than the for-profit source. The print version of the message also was perceived as more credible than the broadcast version of the advertisement. Though no correlation was found between source credibility and message acceptance, a significant correlation was found between source credibility and behavioral intentions, suggesting that a subject's stated behavioral intentions seemed to be affected by the credibility of the source. (References and tables of data are appended.) (Author/SRT)

ED 274 032 EA 018 785

Bulach, Clete R.
Staff Development: Putting Theory into Practice.
PUB DATE- Nov 85
NOTE- 18p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (Denver, CO, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Credibility; Elementary Secondary Education; *Inservice Teacher Education; *Instructional Improvement; *Leadership Qualities; *Modeling (Psychology); Role Models; *Staff Development; Teacher Administrator Relationship
IDENTIFIERS- *New Lexington City Schools OH
This article describes three interacting phases of the New Lexington City Schools' staff development program, which began in 1979. The first phase, overcoming psychological resistance to the program, had three components: convincing staff, designing a plan ensuring staff control of events, and developing a climate to foster openness, trust, and risk-taking. To lessen teachers' fears, the district's five-year goal was announced as "instructional improvement," not staff development. The second component involved creating groups to work on curriculum issues and send representatives to meet with the superintendent. As part of the climate-setting component, teacher and student forums were established, and administrators became responsible for modeling appropriate leadership qualities. The second staff development phase used a product approach; teacher groups worked to develop a 5-year timeline for text selection and preparation of curriculum guides, lesson plans, and other materials. The school benefited from increased staff interaction, improved textbook evaluation, and enhanced subject area expertise. The third phase, a process approach, concerned improving teachers' instructional abilities and interpersonal skills. An inservice program involving negotiated personal growth contracts, released time, and tuition reimbursement was developed. The result has been improved student achievement and higher teacher morale. Appendices include a teacher questionnaire and statements on professional growth, curriculum development, and teacher tuition payment. (MLH)

ED 274 060 EA 018 820

School Reform Policy: A Call for Reason. A Report from the ASCD Panel on State Policy Initiatives.

Association for Supervision and Curriculum Development, Alexandria, Va.

REPORT NO.- ISBN-0-87120-138-0
PUB DATE- Sep 86
NOTE- 49p.
AVAILABLE FROM- Publication Sales, Association for Supervision and Curriculum Development, 125 North West Street, Alexandria, VA 22314 (Stock No. 611-86038; $6.00).
LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; Educational Economics; Educational Improvement; *Educational Policy; Educational Technology; Elementary Secondary Education; Management Development; *Policy Formation; School Choice; Student Evaluation; Teacher Salaries

A five-step method for evaluating proposed policies for educational reform is suggested and explicated in this booklet. The five steps are as follows: (1) to identify the problems toward which reforms are directed, (2) to identify the policies designed to address each problem, (3) to identify assumptions about the problems and the proposed solutions, (4) to review what is known about the problems and proposed policies, and (5) to identify other ways of looking at the problems and policies. The booklet illustrates the application of the five-step method by showing how it can be used to review school reform in general as well as more specific reform policies aimed at student testing, salary structures, and administrative training programs. The five-step method is advocated as one aspect of a larger policy analysis process that could involve development of a policy analysis group with a carefully selected chairperson, research to obtain all relevant information, and adaptation of the five-step method to local needs. Among the issues policymakers will be facing in the near future are parental choice, the uses of electronic technology, the provision of educational services for dropouts and preschool children, and the relationship between education and economic development. A list of 29 references is appended. (PGD)

ED 274 088 EA 018 852

Smyth, W. John
Cinderella Syndrome: A Philosophical View of Supervision as a Field of Study.

PUB DATE- Apr 86
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Philosophy; Epistemology; *Supervision; *Supervisory Methods; Teacher Administrator Relationship; Teacher Supervision; Theory Practice Relationship

The theory and practice of supervision developed during a period in which the legitimization of any enterprise was most effectively sought through appeals to science and scientific methods for problem-solving. The failure of scientific discipline to develop conclusively effective theories in many social fields, including supervision, suggests that the technical rational view of knowledge may not be capable of delivering answers to moral, ethical, political, and other complex questions. A more effective source of knowledge may lie in intuition and reflection on practical experience. This kind of knowledge is more closely associated with artistic than with scientific understanding. A new form of supervision called "dialectical supervision" jettisons the traditional dominant, hierarchical, and instrumentalist approach to supervision in favor of an approach that stresses dialog, mutual effort toward common goals, acceptance of alternative strategies and interpretations, and a sharing of professional responsibility and power. Fifty-five references are cited. (PGD)

ED 274 102 EA 018 868

The Grant School Plan.
Nebo School District, Spanish Fork, Utah.
PUB DATE- Feb 86
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council on Year-Round Education (Anaheim, CA, February 2-5, 1986). Prepared at Grant Elementary School, Springfille, UT.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Attendance; Average Daily Attendance; *Curriculum Development; *Educational Innovation; Elementary Education; Elementary School Curriculum; *Flexible Scheduling; Individualized Instruction; Job Satisfaction; Parent Participation; Parent School Relationship; Student Needs; Teacher Salaries; Teacher Student Ratio; Teacher Welfare; Team Teaching; Vacations; *Year Round Schools
In 1972-73 Grant Elementary School began the first year-round school in Utah. The program involves changes for teachers and students, and increases both in the number of school days and teachers' salaries. Each teacher has one-fourth more students than the average classroom in the community; each teacher has one-fourth more days (45) in which to teach those students, thereby giving the teacher no more than the community average number of students; and each teacher is paid one-fourth more salary for teaching the additional 45 days. The main difference between this plan and other year-round plans is in the flexible scheduling of students. Parents of Grant students have total, ongoing control of student attendance, deciding how the students are to fit their required 180 attendance days into the 225 school days available. (Students may, for example, attend school four days per week during the entire year, or they make take family vacations during the winter months.) After reporting on the success of the Grant program, this paper closes with a booklet on the plan, which discusses these topics: (1) the program's advantages for students, parents, tax-payers, and teachers; (2) circumstances that warrant consideration of a year-round schedule; and (3) four kinds of curriculum plans that allow for flexible attendance patterns. (IW)

ED 274 130 EC 190 604

Tomey, Harley A., III
The Learning Disabled Adolescent and Mathematics.
PUB DATE- Jul 86
NOTE- 12p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Learning Disabilities; *Mathematics Education; Secondary Education; *Teaching Methods

Learning disabled (LD) adolescents often approach mathematics based on years of frustration and failure. Typical problems in mathematics for the LD student include reversals and transpositions, spatial disorganization on ruled or unruled paper, memorization difficulties, and confusion of concepts relating to reversibility and sequential operational steps. Teaching and learning are enhanced if certain assumptions (such as the importance of recognizing patterns and the need to provide a sequence and structure that help the student recognize and organize patterns) are made. Teaching strategies should avoid repeating the unproductive approaches the student has already been exposed to. Some of the teaching strategies that may help are: providing a reference chart for facts still not learned, using the chart to identify mathematical patterns, and encouraging the child to "draw it out" when he cannot manipulate symbols alone. (DB)

ED 273 764 CE 044 915

Shea, Gail; Capleton, Sandra

Mathematics. Basic Supplemental Exercises. Courses 101-204.

Chicago City Colleges, IL. Chicago Urban Skills Inst.

PUB DATE- 85
NOTE- 152p.; For the basic level curriculum guide, see CE 044 912. For the mathematics exercise book for grades 3-4, see CE 044 916.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Addition; *Adult Basic Education; Arithmetic; Learning Activities; *Mathematics Instruction; *Numbers; *Place Value; *Subtraction; Word Problems (Mathematics)

This book of supplemental exercises is one of a series of books designed to provide educational materials for students in addition to the instructional texts in the Adult Learning Skills Program. Exercises in this basic level book are for the mathematics subject area. Course numbers and exercise topics are: 101 (shapes, sizes, numerals, sequencing numerals, addition), 102 (place value, numerals, sequencing numerals, addition), 103 (names of numerals, counting by fives and tens, subtraction), 104 (place value, greater and less than, subtraction), 201 (recognizing ordinals, place value, addition, subtraction, common money values), 202 (recognizing ordinals, counting by tens and hundreds, addition, subtraction, units of time), 203 (addition, subtraction, word problems), and 204 (addition, subtraction, greater and less than, word problems). (YLB)

ED 273 793 CE 044 976

Inservice Guide for "An Integrated Vocational Education and Math Skills Model."

Corvallis School District 509J, Oreg.

SPONS. AGENCY- Oregon State Dept. of Education, Salem. Div. of Vocational Education.

PUB DATE- 86

NOTE- 114p.; For a related implementation guide, see CE 044 975.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)

DESCRIPTORS- Accounting; Coordination; Credits; Curriculum Development; Drafting; Educational Cooperation; *Equivalency Tests; Evaluation Criteria; Fused Curriculum; *Inservice Teacher Education; *Integrated Curriculum; Interdisciplinary Approach; *Mathematics Skills; Models; Office Occupations Education; Postsecondary Education; Program Development; Secondary Education; *Student Certification; Student Evaluation; Teacher Workshops; Teamwork; *Vocational Education

This guide is intended to train teachers in integrating math skills into the vocational curriculum. Included in the guide are process outlines, handouts, and transparency masters for three workshops designed to assist in the development and delivery of an integrated vocational education and math skills program. The first workshop, a 3- to 4-hour orientation inservice for both vocational and math instructors, is intended to explain the rationale for math equivalency and criteria for meeting math requirements and also to introduce program implementation processes. The next workshop is a 1-day work session for vocational and math instructors that is intended to accomplish the following: identify course sequences,

review curriculum guides, work through math checklists to determine specific math concepts being taught, approve course sequences for credit, and select content units that would be developed for presentation and a professional development inservice. The third workshop is a half-day professional development inservice in which both math and vocational teachers make presentations on how selected concepts are taught in their subject areas so as to build mutual respect between the two groups of instructors and establish ongoing relationships within the school setting. The final section is a general checklist for planning, conducting, and evaluating inservice sessions to maximize their effectiveness. (MN)

ED 273 821 CE 045 041

Kolde, Rosemary
Secondary Vocational Education. Occasional Paper No. 119.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.

PUB DATE- 86
NOTE- 19p.
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (OC119--$2.75).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Education; Cooperative Planning; Coordination; Educational Cooperation; *Educational Needs; *Educational Objectives; *Futures (of Society); General Education; Integrated Curriculum; Program Content; *Secondary Education; Track System (Education); *Vocational Education

Vocational education for tomorrow must be an educational delivery system rather than a subject-matter content area. It must blend and interrelate the various areas to provide core competencies, employment skills, and employability skills in a truly integrated and comprehensive educational program. Academic and vocational education must not be placed in conflict with one another; rather, the secondary vocational curriculum should be redesigned in such a way as to allow for the extrapolation of academic competencies from the vocational curriculum. What is needed is an integrated curriculum approach focusing on the development of academic skills in an applied setting. Th regional area vocational school is particularly suited to such a curriculum. Whether offered at a comprehensive high school or area vocational school, vocational education must place more emphasis on codeveloping programs with local businesses and preparing students for the inevitable retraining that they will need throughout their working lives as the relentless pace of high technology reshapes the labor market every 5 to 10 years. Because vocational education is not a training program but rather an educational program preparing students to set the direction of their own lives and careers, it must integrate the job skills currently sought by employers with sound training in the basic skills, including technological literacy and career development skills. (MN)

ED 273 878   CG 019 342

Cable-Porn and Dial-A-Porn Control Act. Hearing before the Subcommittee on Criminal Law of the Committee on the Judiciary. United States Senate, Ninety-Ninth Congress, First Session on S. 1090. A Bill to Amend Section 1464 of Title 18, United States Code, Relating to Broadcasting Obscene Language, and for Other Purposes (July 31, 1985).

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

REPORT NO.- Senate-Hrg-99-586
PUB DATE- 86
NOTE- 168p.; Serial No. J-99-46. Portions contain small, light print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Cable Television; *Federal Legislation; Hearings; *Pornography; *Telephone Communications Industry; *Telephone Communications Systems; Television
IDENTIFIERS- Congress 99th

A Senate hearing on the cable porn and dial-a-porn control bill is presented in this document. Opening statements by Senators Jeremiah Denton, Arlen Specter, and Jesse Helms discuss the need for this bill and its content. The text of the bill itself is included. Jack D. Smith, General Counsel of the Federal Communications Commission (FCC) testifies about his agency's concern for the constitutionality of laws regulating these forms of communications. James J. Clancy, a Los Angeles attorney testifies about his belief that the FCC and the Attorney General are not prosecuting pornographers as they should be now but that passage of this bill would assist in their prosecution. Bruce A. Taylor, vice president and general counsel of the Citizens for Decency Through law, testifies about his experiences with dial-a-porn and cable porn services and resulting court fights. Congressman Thomas J. Bliley, Jr., a proponent of anti-pornography legislation, gives testimony to his support of the bill under consideration. Lee Hunt and Harold L. Cole testify about their experiences as parents whose children had used dial-a-porn service. Barry W. Lynn, legislative counsel for the American Civil Liberties Union, testifies about his organization's opposition to this bill as representing steps in a rebirth of censorship. (ABL)

ED 273 992 CS 210 093

Deluzain, Edward, Ed.
Florida's Centers of Excellence in English.
Florida Council of Teachers of English.
PUB DATE- Mar 86
NOTE- 77p.
AVAILABLE FROM- National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801 (Stock No. 17511, $5.00 member, $5.50 nonmember).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Debate; Drama; Elementary Secondary Education; *English Curriculum; *English Instruction; Journalism Education; *Language Arts; Program Descriptions
IDENTIFIERS- *Centers of Excellence in English; *Florida; National Council of Teachers of English

The eight English language arts programs in the six Florida public schools included among the 150 Centers of Excellence in English selected by the National Council of Teachers of English are described in this focused journal issue. Following an introductory essay by coeditor Edward Deluzain describing the Centers of Excellence selection procedure, the titles and authors of the articles are as follows: (1) "The Drama Program of South Plantation High School" (Patricia F. Cook); (2) "The Debate Program at Twin Lakes High School" (Barbara Dale McCall); (3) "Journalism Motel; or, Time Reaps Rewards at South Plantation High School" (Alyce Culpepper); (4) "The Mass Media Program of Cooper City High School" (Mary McClintock); (5) "Creative Writing for Hearing Impaired Students at South Plantation High School" (Susan S. Steege and Mary Lou Ridge); (6) "The Language Arts Program of Hialeah High School" (Gail Kelly); (7) "English at Mowat Junior High School: Real Reading, Real Writing, Real People" (Beth Owens Deluzain, Alyne Pitman Farrell, and Gloria Treadwell Pipkin); (8) "English and the Language Arts at David Fairchild Elementary School" (Alice Warren). The journal concludes with a complete list of the Centers of Excellence in the United States and Canada. (HTH)

ED 274 047 EA 018 807

Lezotte, Lawrence W.
School Effectiveness: Reflections and Future Directions.
PUB DATE- Apr 86
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). Printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Change Strategies; Educational Change; *Educational History; *Educational Improvement; Educational Objectives; Educational Research; Elementary Secondary Education; Equal Education; Needs Assessment; *School Based Management; *School Effectiveness
IDENTIFIERS- *Effective Schools Research; Excellence in Education

Four critical time periods offer a sense of where the Effective Schools Movement has been, and where it appears to be headed. The period of 1966 to 1976 marked the beginning of descriptive studies of individual effective schools. During the period of 1976 to 1980 a new coalition was formed between many of the Effective Schools researchers and school-based practitioners for school improvement. The 1980 to 1983 period was critical because the new excellence movement began to sweep the country like a storm. The period of 1983 to 1986, although marked by the death of Ron Edmonds in 1983, found researchers and practitioners operating within a loose network to assert the value of the Effective Schools research and concepts. The Effective Schools-based school improvement model is characterized by a primary focus on the improvement of both teaching and learning, a major emphasis on documented outcomes for students, and analysis of evidence by disaggregation of data to monitor for quality and equity. The process model for school improvement, based on Effective Schools research, focuses on the single school as the strategic unit for change; involves collaborative efforts of the principal, teachers, staff, and school community; and requires a comprehensive needs assessment and examination of research on effective schools and effective teaching. Five references are appended. (MLF)

Rural Special Education Quarterly, Volume 6, Numbers 1-4.
Western Washington Univ., Bellingham. National Rural Development Inst.
PUB DATE- 86
NOTE- 74p.; A publication of the National Rural Development Institute.
AVAILABLE FROM- National Rural Development Institute, Western Washington University, Bellingham, WA 98225 ($16.00 per year).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Programs; Demonstration Programs; *Disabilities; Education Work Relationship; Elementary Secondary Education; Government Role; Microcomputers; Organizations (Groups); Parent Attitudes; Policy; Regional Programs; Research Needs; *Rural Education; *Special Education; Teacher Education; Teacher Employment; *Visual Impairments; Visually Handicapped Mobility

The four issues of the "Rural Special Education Quarterly" for 1985 contain 17 major articles with the following titles and authors: "The Challenges in Providing Appropriate Educational Services to Rural Visually Impaired Children and Their Families" (K. Huebner); "Rural Orientation and Mobility: A Preview" (J. Tucker); "Organizations Serving the Visually Impaired in the U.S.: A Practical Resource List " (W. Erickson and B. Jacinto); "Alaska's Consultant Model for Visually Impaired Students" (J. Brodie); "A Systematic Process for Developing Special Services Cooperatives in Rural School Districts" (L. Widvey et al.); "Establishing an Empirically Determined National Rural Education Research Agenda" (D. Helge); "Problems Facing the Indian Handicapped Child in Rural Settings: A Case for Indian Advocacy" (U. Steucher); "Variables Influencing Special Education Teacher Employment in Rural Areas" (B. Ludlow); "Keys to the World: Microcomputer Use in Telecommunications" (R. Gall); "Rural Electronic Bulletin Boards and Computer Networks" (K. Bull and L. Marrs); "Technologies to Solve Rural Special Education Problems" (D. Helge); "Computer Assisted Rural Projects, 1983-1985" (B. Bowen); "Provision of Special Education Services to Rural Children and Youth with Disabilities: The OSERS Perspective" (M. Will); "Rural Special Education Programs: Parents' Opinions and Involvement" (T. Lombardi); "Factors in the Development of Rural Transition Programs" (J. Beam); "Training Teachers of the Visually Handicapped in Highly Rural States: Low Availability--High Priority" (S. Parsons); "Inventory for Client and Agency Planning" (R. Weatherman et al.). (DB)

ED 273 750 CE 044 872

Faddis, Constance R.; Long, James P.
Using Job Clubs to Assist in the Transition to Work of Postsecondary Students with Disabilities.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE 86
NOTE- 138p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Students; Community Colleges; *Disabilities; *Education Work Relationship; Employment Potential; Job Development; Job Placement; *Job Search Methods; Job Skills; *Program Effectiveness; School Business Relationship; Student Employment; Two Year Colleges
IDENTIFIERS- *Job Clubs

The demonstration project described in this report was designed to explore the value of job clubs in preparing two-year college students with disabilities for the transition from school to work. The demonstration sites were Chicago City-Wide College (CCC), Columbus Technical Institute (CTI) (Ohio), and the Community Colleges of Rhode Island (CCRI) (Warwick, Rhode Island). National Center for Research in Vocational Education staff began the project by providing necessary resource materials, basic activity guidelines for the job clubs, an orientation meeting for the directors of the offices of disabled student services at the sites, and ongoing support. Project evaluation was conducted through monthly reports, final reports, site visits, and a final meeting. A total of 74 students with disabilities were served by the three sites. The job clubs at CTI and CCRI served students with a diverse array of disabilities, while the CCC job club served students with developmental disabilities. Because of the nature of the problems of its enrollees, CCC had the least success in helping students to find employment. CTI placed more emphasis on job development than the other two sites. At CTI, 10 of the 13 members completing the job club found employment, while at CCRI, 11 of 20 completers found work. CCRI's job club more closely resembled a typical job club than did the other two; i.e., CCRI did not give unusual emphasis to direct placement or personal counseling. Results of pre- and posttests suggest that students who completed the job club activities learned considerably more about job-seeking skills and the world of work than they had when they entered the job club. The study concluded that job clubs for students with disabilities appear to be a practical, effective solution to the transition problems of these students. (KC)

ED 273 779 CE 044 932

Campbell, Clifton P.
Criterion Referenced Performance Tests for Measuring Task Proficiency.

PUB DATE- Sep 86
NOTE- 47p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Concurrent Validity; *Criterion Referenced Tests; Evaluation Criteria; *Performance Tests; Predictive Validity; Scores; Secondary Education; Student Evaluation; *Test Construction; *Testing Problems; *Test Use; *Vocational Education

This guide explains the benefits of and procedures for constructing and administering criterion-referenced performance tests in vocational education programs. Addressed in the individual sections are the following topics: the rationale for using task performance measures in vocational education; the predictive validity and physical fidelity of criterion-referenced performance tests; simulation; unitary and multiple tasks; development of a task performance measure; constraints of criterion-referenced performance testing (cost, equipment and facilities, time, personnel, and other constraints); measurement of products and/or processes; procedures for scoring (product and process ratings, checklists, rating scales, and establishment of cut-off scores); and validation. An appendix contains a sample task performance measure for use in a course to train chemistry technicians, a task performance measure worksheet, and sample evaluation criteria for a task performance measure. (MN)

ED 273 850 CE 045 115

Hamilton, Trudy; And Others
Child Care Occupations/Competency Based Curriculum.
Winnebago Community Unit School District 323, Ill.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jul 86
NOTE- 36p.; For a related document, see CE 045 114.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- After School Programs; *Child Caregivers; *Competency Based Education; Curriculum Guides; Latchkey Children; *Occupational Home Economics; School Age Day Care; Secondary Education; Teaching Methods; *Work Experience Programs

This competency-based curriculum for child care occupations is composed of 30 tasks. For each task, the following information is provided: task title, task number, behavioral objectives, required resources, learning activities with required resources and/or assignments, and recommended student evaluation. Topics covered include participation in the Latch Key Program, writing lesson plans, achieving objectives in a lesson plan, teaching responsibilities (snacks, bulletin boards), laboratory experience, child care aide, behavior, motivation related to behavior, communicating effectively with small children, disciplining children, teaching activities to children, child care settings, developing creative activities for children, evaluating play equipment, child nutrition, and child health. A bibliography and list of resources keyed to the learning activities are attached. The list of resources consist of materials that would need to be developed by the teacher and that are not included in this document. (YLB)

ED 273 864 CG 019 328

Ott, Donald Bob

Factors Related to Job Satisfaction among Psychotherapists.

PUB DATE- 86
NOTE- 54p.; Doctor of Psychology Research Paper, Biola University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Burnout; *Education Work Relationship; *Job Satisfaction; *Psychotherapy; Relevance (Education); *Sex Differences; *Therapists; *Work Environment

This document reviews, synthesizes, and critiques research on factors related to job satisfaction among psychotherapists. A sample of burnout literature is also reviewed, especially as it relates to job satisfaction. The impact of training on job satisfaction is considered, with sections examining the need to match training with job descriptions, the need for alternative training models, and the relationship between educational level and job satisfaction. Variables related to specific work settings are examined, including rural versus urban practice, public versus private practice, careers that combine multiple work settings, perceived attitude congruence between staff and supervisors, and the social climate in the work setting. Sources of job satisfaction that therapists report as they develop a professional identity and therapeutic style are discussed, including promoting growth and change in oneself and others, becoming intimately and helpfully involved, and feeling respected as a professional. Most of the studies cited were based on clinical psychologists, although some samples included psychiatrists, clinical social workers, and other mental health practitioners. Research findings are discussed which revealed relationships between high self-reports of job satisfaction and practitioner-scientist models of training, recent entry into the profession, private practice, good staff relationships and the availability of clinical supervision, higher salary, autonomy, innovation, and gender (females being more satisfied than males). The report concludes with general critiques and recommendations for future research. Three pages of references conclude the paper. (NB)

ED 273 893 CG 019 357

Johnson, Karen Alexandria

A Model of Forgiveness: Theory Formulations and Research Implications.

PUB DATE- Feb 86
NOTE- 59p.; Doctor of Psychology Research Paper, Biola University, California.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Change Strategies; *Conflict Resolution; *Decision Making; *Interpersonal Relationship; Models; Psychological Patterns
IDENTIFIERS- *Forgiveness

A literature review revealed little empirical research on forgiveness, suggesting the need for a model of forgiveness. The work of both E. M. Pattison and L. B. Smedes was used as a foundation upon which a model was developed involving a four-stage decision making process. The four stages of forgiveness are awareness, change, interaction, and reconciliation. Movement through the stages is made by four consecutive decisions and can be viewed from either the victim's or the offender's perspective. The four decisions relate to judgment, vulnerability, intimacy, and trust-building. The first stage of awareness requires a decision of judgment about the violation that occurred. In the second stage, the person who is aware of the violation and its effects on the relationship decides whether to take steps to change the relationship. If the decision is made to undo negative effects, the person can move on to stage three where internal processes become dyadic processes. The decision to be intimate is the basis of this interaction stage. After all three decisions have been made constructively for forgiveness, the decision of trust-building can be made and the fourth stage, reconciliation, can occur. If, at stage two, a decision is made not to acknowledge or deal with the violation, a course of false forgiveness is taken, involving the four stages of denial, superficial acceptance, continued hurt, and deterioration of the relationship. Future research on forgiveness should strive to: (1) develop a general definition of forgiveness; (2) explore the developmental aspects of forgiveness, correlations between the failure to forgive and psychopathology, and the role of forgiveness in therapy; and (3) examine the Christian viewpoint of forgiveness. A five-page reference list concludes the document. (NB)

ED 273 907 CG 019 372

Craig, Rebecca T.; Paterson, Andrea
State Involuntary Commitment Laws: Beyond Deinstitutionalization. Human Resources Series.
National Conference of State Legislatures, Denver, CO.
PUB DATE- Aug 85
NOTE- 21p.; A product of the Mental Health Project. For related documents, see CG 019 370-371 and CG 019 373-375.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - Serials (022)
DESCRIPTORS- *Deinstitutionalization (of Disabled); *Government Role; *Mental Disorders; *Mental Health Programs; *State Legislation
IDENTIFIERS- *Commitment Laws; South Carolina

Involuntary commitment laws, once seen as reform, now questioned as roadblocks to needed treatment, are discussed. The ineffectiveness of state's commitment laws, lack of community resources for treating the mentally ill, and homelessness among the mentally ill are discussed in the introduction. The history of the right of a state to commit individuals involuntarily is presented. This right is derived from the power of a state to protect society from dangerous persons and the power to act as parent or in the best interest of its citizens. Four factors which spurred commitment law reform, including abuse of the power, institutional crowding, deinstitutionalization, and the move to clarify minority rights are discussed. Legislative guidelines are given, including just commitment and due process. Specific state commitment laws are presented. Future directions for commitment laws are discussed which emphasize an adaptable instead of adversarial posture for the states. A case study of South Carolina is included. (ABL)

ED 273 935   CS 008 548

Glenberg, Arthur M.; And Others
Enhancing Calibration. Program Report 86-14.
Wisconsin Center for Education Research, Madison.

SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
PUB DATE- 1 Oct 86
NOTE- 53p.
CONTRACT- N0014-85-K-0063
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- *Evaluation Criteria; Higher Education; *Learning Processes; Learning Strategies; *Reading Comprehension; *Reading Research; *Reading Tests; *Testing Problems; Test Reliability
IDENTIFIERS- *Calibration

Defining calibration of comprehension as the correlation between subjective assessments of knowledge gained from reading and performance on an objective test, this paper draws from literature, as well as the findings of original experiments, to examine issues related to the subject . The paper first documents the claim that poor calibration is the rule rather than the exception, and that poor calibration is also typical in at least one other domain, problem solving. It suggests that the high levels of calibration reported in studies on the calibration of probabilities and feeling-of-knowing research may be dependent on using feedback from taking the test to assess the probability of correct performance on the test. The paper next presents two experiments demonstrating that poor calibration is not associated with a particular type of performance test, but is found with inference tests, verbatim recognition tests, and idea recognition tests. It further shows that poor calibration cannot be attributed to unreliable testing procedures. The paper then offers evidence from three experiments indicating that a likely reason for poor calibration is that subjects assess familiarity with the general domain of a text instead of assessing knowledge gained from a particular text. Next, it demonstrates that calibration of comprehension can be enhanced if subjects are given a pretest that provides self-generated feedback--but that even this ability is limited. The paper concludes with a discussion of the implications of these findings for theories of representation of knowledge gaining from reading. Sample materials used in the experiments are appended. (Author/FL)

ED 273 950 CS 209 884

Steiner, Linda
Oppositional Decoding as an Act of Resistance.
PUB DATE- Aug 86
NOTE- 28p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitude Change; *Audience Analysis; Communication (Thought Transfer); Communication Research; Content Analysis; Cultural Differences; *Decoding (Reading); Encoding (Psychology); *Feminism; Intercultural Communication; Periodicals; Reader Response; *Reader Text Relationship; Semiotics
IDENTIFIERS- Ms Magazine; *Oppositional Decoding

Specific social groups express themselves through their own particularized media. For example, "MS" magazine directs its communication to feminist readers, and as a part of this, regularly reprints advertisements and news clipping taken from mainstream media in its "No Comment" section. This section provides opportunities for "oppositional decoding," or the ability of a reader to understand the intended meaning of discourse, but to decode the message in a contrary way. Examples of media selections that might be found in the "No Comment" section are those that treat women in terms of their husband, regard women as unimportant to their husbands, exploit pictures of women, use sexual entendres or puns to sell goods and services, suggest that women enjoy sexual violence or abuse, illustrate male dominance, stereotype differences between boys and girls or men and women, depict women as stupid, recommend that women improve their bodies to attract or keep men, portray women as men's property, or mock, challenge, or condemn feminism. The consistent oppositional decoding of these images of women and of the relationship of women and men helps to maintain the social practices and structure of feminism, but does not necessarily change either the encoding or decoding process taking place within mainstream ideology. Perhaps changing major ideological systems cannot occur without access and commitment to an alternative, oppositional definition of reality, and alternative publications of specific cultural groups offer ways in which oppositional thinking may be taught and learned. (SRT)

ED 273 964 CS 209 990

Styne, Marlys M.
Poems by Computer: Introducing Poetry in a High-Tech Society.
PUB DATE- Feb 86
NOTE- 25p.; Paper presented at the City Colleges of Chicago National Conference on the Future of Literature in the Community College (1st, Chicago, IL, October 18, 1985) and at the Annual Meeting of the Midwest Regional Conference on English in the Two-Year College (21st, St. Louis, MO, February 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Freshmen; *Computer Assisted Instruction; Computer Graphics; *Computer Software; Computer Uses in Education; *Creative Writing; *English Instruction; Freshman Composition; Higher Education; Microcomputers; *Poetry; Student Attitudes; *Teaching Methods; Writing Instruction
IDENTIFIERS- Concrete Poetry

Poetry was used in a college English class to teach figurative language, connotation, denotation, and the need for close attention to vocabulary. However, students were often bored by traditional poetry. Using computer programs like "Compupoem," "Poetrywriter," "Lifesongs," and "Haikuku," students were introduced to computer poetry and created their own poetry. Students' reactions were enthusiastic and they often became more interested in studying the poetry of others. Some other programs that have been or could be used in beginning college English courses are "The Shakespeare Library," which--among other things--provides an on-screen color-coded chart of the interrelationships of characters in any one of the 37 plays, and "LITterms: A Tutorial for Enjoying Literature," which provides many different ways for students to learn literary terms using colors and graphics. It seems that most students like computers for writing, learn from well-written computer assisted instruction (CAI) lessons, and can be inspired by programs such as "Poetrywriter" and "Compupoem" to think about and then try to write poetry. (Examples of computer generated poetry are appended.) (SRT)

ED 273 979 CS 210 048

Heap, James L.

Collaborative Practices during Computer Writing in a First Grade Classroom.

SPONS. AGENCY- Ontario Dept. of Education, Toronto.; Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Mar 86
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
CONTRACT- 1206-04-777-ASN-62984
GRANT- 410-85-0607
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; *Cooperation; Foreign Countries; Grade 1; Microcomputers; Peer Relationship; Primary Education; Teaching Methods; Videotape Recordings; *Word Processing; Writing Exercises; *Writing Instruction; *Writing Processes; *Writing Research
IDENTIFIERS- *Collaborative Composing; Ontario

A study examined the behavior of first graders as they collaborated on a writing exercise using a word processor. Data were collected over three weeks in the form of fieldnotes and 13.5 hours of videotape of students working at the computer. Videotapes were examined to locate patterns of discourse and physical actions, and by abstracting from the data, the type of structured phenomena which they could be taken to exemplify was idealized. The data revealed these types of behaviors: (1) the student designated as the writer had the right and obligation to compose, the right and responsibility to input, and the right to arrange; (2) the student designated as the helper had the appurtenance to compose, the license to input, and the right to arrange and responsibility for arranging. Concerning production problems during collaboration, the writer had to explain his or her orientation to production problems and how they would be solved, while the helper determined when the designated writer became oriented to problems and how he or she intended to solve those problems. Use of the computer in a collaborative setting enhanced its advantage of allowing writers to input and arrange their screen document with ease, to alter those documents, and to read them. The computer also allowed, and virtually required, students writing together to use all of the language arts. A reference list is included. (SRT)

Buchholz, William J., Ed.
Communication Training and Consulting in Business, Industry, and Government.
American Business Communication Association, Urbana, Ill.
REPORT NO.- ISBN-0-931874-14-9
PUB DATE- 83
NOTE- 286p.; Figure 1 may be marginally legible.
AVAILABLE FROM- The Association for Business Communication, University of Illinois, 100 English Building, 608 South Wright St., Urbana, IL 61801 ($8.95 member, $9.95 nonmember; prepaid orders only).
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Books (010) Collected Works - General (020) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Business Communication; Communication Audits; Communication Problems; Communication Skills; *Consultants; Consultation Programs; Ethics; Industrial Training; On the Job Training; *Organizational Communication; Professional Training; *Speech Communication; Speech Curriculum; *Technical Writing; *Training Methods; Writing Instruction

Intended as a reference for training and consulting in the field of business communication, this book presents research, implements theory, and explores communication practices vital to all organizations. The titles of the essays and their authors are as follows: (1) "Communication Consulting--The State of the Art" (William J. Buchholz); (2) "The Next Decade: An Explosion of Communication Consulting" (William J. Buchholz); (3) "Improved Communication: Improved Productivity" (John Hollwitz and Eric Matthiesen); (4) "In-House Training in Business Communication: A Status Report" (L. W. Denton); (5) "Role Functions and Role Conflicts of Communication Trainers" (Linda L. Putnam); (6) "Nontraining Consulting: Get Your Feet Wet" (Frederick W. Harbaugh); (7) "Writing for Profit: A Catalog of Hints" (Carol M. Barnum); (8) "How to Enter the Field of Specialized Writing for Nursing" (Cathy M. Ceccio and Joseph F. Ceccio); (9) "Consulting Opportunities for Speech Communication Faculty" (R. Wayne Pace); (10) "Obtaining, Negotiating, and Pricing Your First Consulting Job" (Peter B. Clarke); (11) "Interviewing and Auditing Procedures for In-House Communication Seminars" (William J. Buchholz); (12) "Writing Effectiveness: A Survey of Attitudes, Needs, and Desires" (William J. Buchholz); (13) "Assessing Attitudes about Organizational Communications" (William J. Rothwell); (14) "A Questionnaire to Determine Barriers to Effective Communication" (Steven Golen and Thomas Inman); (15) "Business Report Writing Competencies" (Thomas Inman and Steven Golen); (16) "The Job Incumbent Survey: An Approach to Identifying Communication Training Needs" (John Hatfield and Richard Huseman); (17) "Dissolving the Granite Complex" (William J. Buchholz); (18) "Training Public Administrators to Communicate: A Policy/Behavior Approach" (Hindy Lauer Schachter); (19) "Helping Engineers Prepare Training Material for Nontechnical Audiences" (Jessie Gunn Stephens); (20) "Ethical and Political Issues in Communication Consulting" (Larry Smeltzer); (21) "Delivering Corporate Training in Writing" (Stephen T. Moskey); (22) "The One-Day, In-House Writing Workshop" (Robert D. Gieselman); (23) "Conducting a Fifteen-Week Writing Program" (Joel P. Bowman and Bernadine P. Branchaw); (24) "Industry Needs College Technical Communications Instructors" (Herman Estrin); (25) "A Model Syllabus for In-House Corporate Speech Training" (John Hollwitz and Eric Matthiesen); (26) "Sample Short Course Outlines" (L. W. Denton); (27) "Effective Writing Series for Management" (William J. Buchholz); (28) "Technical Writing Syllabus for Eleven-Week Session" (William J. Buchholz); and (29) "Consulting and In-House Writing Courses: A Selected Bibliography" (L. W. Denton and W. E. Rivers). (SRT)

ED 274 061 EA 018 821

Religion in the Public Schools.
American Association of School Administrators, Arlington, Va.
REPORT NO.- ISBN-0-87652-109-X
PUB DATE- 86
NOTE- 68p.
AVAILABLE FROM- Publication Sales, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209-9988 (Stock No. 021-00174; $12.95 plus $3.50 shipping and handling, prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Legal/Legislative/Regulatory Materials (090)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Civil Rights; *Constitutional Law; Controversial Issues (Course Content); Court Litigation; Curriculum; *Educational Policy; Elementary Secondary Education; Parochial Schools; Private School Aid; *Public Education; *Religion; Religious Education; Religious Holidays; Religious Organizations; School Law; *State Church Separation
IDENTIFIERS- Supreme Court

This booklet offers school administrators guidance on the constitutional foundation of religious freedom and the relationship between church and state in the United States. Most of the recent Supreme Court cases dealing with religion in the schools and many current issues in the field are discussed. Questions that administrators may wish to address before considering specific policies are also raised. The booklet's first chapter introduces the basic issues affecting the relationship between religion and public education. Chapter 2 outlines the law and its constitutional basis, focusing on religious freedom, the "Free Exercise" and "Establishment" clauses of the First Amendment, religious activities within schools, aid to religious schools, and freedom of speech. The third chapter reviews the place of religion in the public school curriculum, addressing religious instruction by religious leaders, instruction about religion, and the inclusion of religiously sensitive material in the curriculum. Chapter 4 examines the noncurricular policies of public schools involving religion; it covers religious holidays, religious observances, meetings of extracurricular religious groups or clubs, school district aid to religious schools, and partnerships between schools or districts and religious institutions. Examples, suggestions, guidelines, and policy recommendations related to religion and the schools are interspersed throughout the text. (PGD)

ED 274 075 EA 018 838

Class Size. What Research Says About Series, Number 2. Data-Search Reports.
National Education Association, Washington, D.C. Research Div.
PUB DATE- Feb 86
NOTE- 16p.
AVAILABLE FROM- Publication Sales, NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 3108-3-10; $8.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Classroom Environment; *Class Size; Elementary Secondary Education; Research Needs; *Student Attitudes; *Student Motivation; *Teaching Conditions

Recent research offers strong evidence that reduced class size has positive effects on improved student achievement, teachers' work conditions, and the quality of the classroom environment. This report presents a brief historical perspective on the research into the effects of class size; summarizes studies that discuss the relationship between smaller classes and student achievement; and presents research evidence concerning the effects of class size on the educational environment, including such psychological factors as attitudes, motivation, and morale. Summaries provide additional insights, implications, and research highlights, and indicate the need for longitudinal studies on class size in conjunction with such other variables as subject matter and instructional design. Twenty-six references are appended. (IW)

ED 274 089 EA 018 853

Neff, Franklin W.; And Others
Over-All Report of a Study Describing Change Processes in School Improvement.
PUB DATE- Aug 85
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Educational Change; Educational Improvement; Elementary Secondary Education; *Program Implementation; *Teacher Attitudes; *Teacher Participation

Attitudes of educational practitioners toward change processes associated with school improvement were assessed in a study conducted in a suburban midwestern school district. Eighty-nine teachers, principals, and instructional assistants from five schools completed questionnaires that were developed following classroom observations and interviews with selected faculty members. All the schools involved were engaged in at least partially successful change efforts, though not all schools were implementing the same new practices. This report presents the study's essential findings in six categories, the first four in roughly chronological form: starting the change process, selecting new practices, implementing the practices, evaluating the program results, relating the practices to other changes, and assessing the school climates involved. Among the findings were the following: (1) concerns about student outcomes were major factors in decisions to seek change; (2) principals, teachers, and instructional assistants were seen as having the greatest influence in decisions to adopt new practices; (3) the planning for, support for, and freedom to adapt the new practices were generally considered adequate; (4) the impact of the changes was regarded by most respondents as moderate; and (5) faculty members were interested in being involved in change efforts that were not overly demanding. Several tables are included. (PGD)

ED 274 103 EA 018 870

New Jersey's Plan to Intervene in Deficient School Districts.

New Jersey State Dept. of Education, Trenton. Div. of County and Regional Services.

PUB DATE- Jun 86
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Administrative Problems; Certification; Compliance (Legal); Elementary Secondary Education; *Evaluation Methods; Governance; Guidelines; Improvement Programs; *Intervention; School District Autonomy; School Districts; State Action; *State Departments of Education; *State Programs; *State School District Relationship; State Standards
IDENTIFIERS- *New Jersey

Implemented in January 1984, the two-part New Jersey local assistance plan calls for state intervention and possible takeover in districts that are unable, after going through the Level I and Level II monitoring and correction processes, to meet state certification standards. The first phase of the intervention plan, a Level III monitoring process, includes a systematic examination procedure during which experts review the district's deficiencies and direct local officials in ways to correct them. The second phase of the plan, reserved for extreme cases in which severe and complex deficiencies still exist, calls for the establishment of a state-operated school district that will do the following: (1) remove from office the local superintendent, board of education, and other key administrators; (2) give a state district superintendent authority over the district for a minimum of five years; (3) establish a local advisory committee; (4) evaluate building principals; and (5) work toward reestablishing local control. This document presents detailed components of and procedural guidelines for both parts of the intervention plan. It also includes definitions of key terms, a glossary, question and answer sections, and proposed legislation for the establishment and governance of state-operated school districts. (IW)

ED 274 131 EC 190 605

McMahon, William G.
Learning Disabilities and Criminal Involvement: Prevention, Advocacy and Training.

PUB DATE- 15 Mar 86
NOTE- 25p.; Remarks to the Annual International Conference of the Association for Children and Adults with Learning Disabilities (23rd, New York, NY, March 12-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agency Cooperation; Child Advocacy; Cooperative Planning; *Correctional Rehabilitation; *Delinquency; *Developmental Disabilities; Juvenile Courts; *Learning Disabilities; Potential Dropouts; Social Services
IDENTIFIERS- *Incarcerated Youth

Increasing numbers of special needs offenders reflect the proportionate growth of the general incarcerated population. Prevention should be aimed at working with local school districts to identify youth with learning problems who may eventually drop out of school. Many of the developmentally disabled and learning disabled persons who end up in the juvenile and criminal justice systems do not belong there. Alternatives to incarceration for the learning disabled, special housing for the developmentally disabled, and diversionary programs are the approaches which the justice and social service systems must cooperatively take. Advocacy on behalf of the individual and the systems that must cope with disabled offenders, as well as training and awareness for professionals, are also key elements in dealing with the problem. Two brief case histories are presented, and a training program for criminal justice and human service professionals containing the following elements is described: (1) sensitivity to the issues of the disabled offender; (2) education of specific groups in reference to their particular concerns regarding the disabled offender; (3) training of these groups in specific strategies for dealing with learning and developmentally disabled offenders. (JW)

ED 273 765 CE 044 916

Shea, Gail; Capleton, Sandra
Mathematics. Basic Supplemental Exercises. Courses 301-406.

Chicago City Colleges, IL. Chicago Urban Skills Inst.
PUB DATE- 84
NOTE- 239p.; For the basic level curriculum guide, see CE 044 912. For the mathematics exercise book for grades 1-2, see CE 044 915.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Basic Education; Arithmetic; *Division; Learning Activities; *Mathematics Instruction; *Measurement; *Multiplication; *Place Value; Time; Vocabulary; *Word Problems (Mathematics)

This book of supplemental exercises is one of a series of books designed to provide educational materials for students in addition to the instructional texts in the Adult Learning Skills Program. Exercises in this basic level book are for the mathematics subject area. Course numbers and exercise topics are: 301 (vocabulary and reading in math, number names, place value), 302 (addition and subtraction, money), 303 (checking addition and subtraction, multiplication, solving problems, number patterns, powers of 10, word problems), 304 (time multiplication, money, word problems), 305 (division, multiplication and division--facts, tables and charts), 306 (division, word problems, fractional parts, multiples of 10), 401 (division, word problems, vocabulary, rounding numbers), 402 (time and measurement, division), 403 (division; time; liquids, weights, and distance measurement), 404 (averaging, time and measurement, estimation), 405 (bank accounts, graphs), and 406 (tables and charts, schedules, measuring length). (YLB)

ED 273 806 CE 045 018

Harrington, Lois G., Comp.; Kalamas, David J., Comp.
Achieving Professional Excellence: Proceedings of a National Conference on Performance-Based Approaches to Training (Little Rock, Arkansas, October 8-10, 1985).
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- 86
NOTE- 121p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Educators; *Competency Based Education; Distance Education; Faculty Development; *Leadership Training; Needs Assessment; Outreach Programs; *Professional Development; Program Evaluation; Secondary Education; Staff Development; *Teacher Education; *Vocational Education; *Vocational Education Teachers

This document contains 47 presentations which focus on professional preparation of personnel in vocational-technical education and industry as an essential step in achieving excellence in educational and industrial training programs. The presentations include "Critical Issues Facing Vocational Teacher Education" (Zellner, Parrish); "A Call for Change in Teacher Education: A Dean Comments" (Campbell); "Conducting a Statewide Needs ASsessment" (Milanovich); "Diagnostic Testing in Field-Centered Performance-Based Teacher Education PBTE " (Walker, Whisner); "Improving Vocational Teacher Assessment" (Pratzner, et al.); "Teacher Competency Testing: Pros and Cons" (Adams); "Role of the PBTE Teacher Educator: Field-Based" (Eads); "A Beginning Teacher Program and the Induction Year" (Fardig); "Faculty Development in a Competency Based Education CBE Delivery System" (Johnson); "The NATTS-Recommended Competency-Based Staff Development CBSD Program: A Nationwide Commitment to Staff Development" (Connor); "Preparing the Itinerant Teacher Educator" (Adamsky); "Strategies for Maintaining Quality-Control with Distance Education" (Walker); "Staff Development via Teleconferencing" (Lawry); "Updating Teachers for Tomorrow's Technology" (Hamilton, Wonacott); "Criteria for Judging PBTE Program Quality" (Fardig); "Research Findings on Using PBTE Modules in Vocational Teacher Education" (Haas); "American Vocational Association Looks at Effective Leadership and the Carl D. Perkins Act" (Kolde); "CBAE in Arkansas: An Overview" (Nichols); "Preparing Vocational School Superintendents" (Wolf); "Using CBTE in General Professional Education" (Brower); "Performance-based Training in Industry: Realizing the Potential" (Evans); "Training Effectiveness Evaluation" (Patrick); "Training Standards for Nuclear Power Instructors" (Mullican); "Microteaching in PBTE" (Wiggin); "Performance-Based Teller Training: We Are Banking on It" (Miller-Beach); "Competency-Based Education in the Railroad Industry" (Penrose); "Behind Bars with CBE: Look What's Happening to Inmate Training" (Stitt, et al.); "Competency-Based Learning: Holland College Model" (Reese); "DACUM and the Apprentice Training Process in New Zealand" (Burleigh); "Applying Competency-Based Training Techniques in Developing Countries" (Salt); "New Developments in PBTE, CBSD, CBAE, and PBT at Your National Center" (Norton); "Achieving Professional Excellence by Enhancing Your Creativity" (Arn); and "DACUM: Using the National Center's Approach" (Norton). Three small group discussions are also summarized. Appendices contain a list of the conference staff and presenters and the conference agenda. (YLB)

ED 273 836 CE 045 077

Still, Steven
Ornamental Annual Plants and Their Uses. Slide Script.
Ohio State Dept. of Education, Columbus. Agricultural Education Service.; Ohio State Univ., Columbus. Agricultural Curriculum Materials Service.
REPORT NO.- AGDEX-281/86
PUB DATE- 85
NOTE- 50p.; Photographs may not reproduce well.

AVAILABLE FROM- Ohio Agricultural Education Curriculum Materials Service, 2120 Fyffe Road, Room 254, Columbus, OH 43210-1099 ($3.75; slides and script--$76.20).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Agricultural Skills; Botany; *Floriculture; Learning Activities; *Ornamental Horticulture; *Plant Growth; *Plant Identification; Postsecondary Education; Scripts; Secondary Education; *Vocational Education

This slide script, part of a series of slide scripts designed for use in vocational agriculture classes, deals with ornamental annual plants and their uses. Included in the script are narrations for use with a total of 254 slides illustrating 97 different plants. At least two slides are provided for each plant: one shows the growth habits of the plant, and the other is a close-up of the flower or foliage. Plants are listed alphabetically by scientific name, and popular varieties and cultivars are names where appropriate. At the end of the script are two indexes: one for scientific names and the other for common names. The introduction to the script also includes suggestions for its use and recommended additional learning activities. (MN)

ED 273 921 CS 008 483

Huydic, Valerie
Basal Evaluation Form and Supporting Research.
PUB DATE- Jun 86
NOTE- 109p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Basal Reading; Educational Resources; Elementary Education; Evaluation Criteria; *Evaluation Methods; Reading Instruction; *Reading Research; Teacher Response; *Textbook Evaluation
IDENTIFIERS- *Basal Evaluation Form

An extensive basal evaluation form--written in a series of 73 questions, each requiring a short narrative response and many with specific references to notes in the appendices--is presented in this paper. The evaluation form is divided into two sections: general questions on teacher's guides and general questions on student books. The questions on student books are subdivided into the following categories: (1) audience appropriateness; (2) phonics; (3) schema theory; (4) learning strategies; (5) text structure; (6) vocabulary; (7) megacognitive theory; (8) graphics; (9) workbooks; and (10) tests. Descriptions of research keyed to specific questions supplement the evaluation form and are appended. These comprise 80 percent of the document. A bibliography is included. (JD)

ED 274 020 CS 505 392

Kendall, Robert; Anderson, James W.
The Research Base for a Public Relations Curriculum: A National Survey of Topics "Essential" to a Public Relations Curriculum.
PUB DATE- 23 May 86
NOTE- 22p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Curriculum; *Curriculum Development; *Curriculum Research; *Journalism Education; *Marketing; Mass Media; *Public Relations; Speech Communication; Speech Curriculum
In order to rate the importance of elements involved in a public relations curriculum, a study analyzed the responses of public relations educators from all academic associations teaching the subject as well as practitioners from all specializations. Questionnaires were sent to 544 people who rated 110 elements as not essential to essential on a scale from one through seven. Marketing, print communication processes, publicity and media relations, journalism skills, and goal setting were rated as the most important topics to be covered in a public relations course. Other topics, programs, or courses rated six or higher were (1) writing for mass communication, (2) a business minor, (3) the nature and role of public relations, (4) electronic communication processes, (5) measuring program effectiveness, (6) ethics, (7) management, (8) audience segmentation, (9) evaluation, (10) research, (11) measurement tools, (12) credibility, (13) social forces, (14) problem analysis, (15) community relations, (16) budgeting, (17) duties of practitioners, and (18) employee relations. (SRT)

King, Richard L.
Situational Supervision or Student Performance Based Teacher Supervision.
PUB DATE- Nov 85
NOTE- 9p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (Denver, CO, November 22-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Competence; Elementary Secondary Education; *Evaluation Criteria; Principals; *School Effectiveness; Staff Development; Supervision; Teacher Administrator Relationship; *Teacher Evaluation; *Teacher Supervision
IDENTIFIERS- *Hersey Blanchard Situational Leadership Model; *Situational Theory of Management

In response to accountability pressures over the past several years, a body of research attempting to identify characteristics of effective schools has developed. Efforts to improve school climate or evaluate teachers solely according to "effective school" characteristics may be misguided. One problem is that school effectiveness may be the result of productive student achievment, not the cause. (A similar misinterpretation of student achievement/self-concept correlates occurred in the 1960s.) Second, educational outcomes should properly be focused on the real school worker, the student. Also, the evaluation process is time-consuming and a compromise at best. This article proposes matching a given situation with one of four supervisory styles: clinical supervision, cooperative professional development, self-directed development, or administrative monitoring. Each style is applicable to one of four categories of teachers: the unfocused worker, the motivated but inexperienced teacher, the "jaded" teacher, and the competent teacher. Situational supervision, based on student achievement levels, takes into account not just the person supervised, but the task assigned. The process is consistent with the situational leadership concept developed by Kenneth Blanchard. Included are four references. (MLH)

ED 273 993 CS 210 100

Brockett, Ralph G.
Tips for the Practitioner on Writing Book Reviews. Techniques.
American Association for Adult and Continuing Education, Washington, DC.
PUB DATE- Feb 85
NOTE- 3p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Journal Articles (080)
DESCRIPTORS- *Book Reviews; Literary Criticism; Professional Development; *Professional Services; *Writing Evaluation; *Writing for Publication; Writing Skills

As vital tools for adult education practitioners, reviews of books about practice should contain an appropriate balance between description and analysis. The following nine tips may be helpful when writing such a book review: (1) read the book carefully; (2) examine other reviews that have appeared in various publications to gauge the structure desired and target audiences addressed; (3) while reviewing a book, avoid reading other reviews of the same book; (4) describe the book's content sufficiently; (5) address the book's strengths and weaknesses; (6) look for writing style, organization, purpose, and substance; (7) give an overall assessment; (8) revise the review; and (9) be fair and thoughtful.(JD)

ED 274 048 EA 018 808

Miller, Harold L., Jr.
Lessons from Waterford.
WICAT Education Inst., Provo, UT.
PUB DATE- 85
NOTE- 11p.; Document set in small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in Education; Elementary Secondary Education; *Learning Resources Centers; Preschool Education; Private Schools
IDENTIFIERS- *Waterford School UT

The independent Waterford School in Provo, Utah, opened in September 1981, with the goal of providing, through technology, all children with an excellent education. Additionally, it intended to demonstrate how computers could best be used as part of educational delivery. School administrators have found that computerized instruction is improved by a professional educational computer system delivered in a room separate from regular classrooms and managed by a full-time professional. Teachers are enthusiastic about computerized instruction and make it an integral part of their role by exposure to the computer curricula and by taking an active role in computerized instructional delivery. In addition, it was discovered that the use of an instructional management system is a key source of discoveries about student learning and that many liabilities of traditional educational assessment and guidance are overcome through the use of computerized adaptive testing. Finally, the effect of the computer is to liberate teachers and students (who can effectively spend up to an hour per day in computerized instruction) from many of the traditional aspects of their roles, thereby enhancing creativity and encouraging a responsibility for learning. (MLF)

ED 273 780 CE 044 933

National Competency Identification and Verification Report: State Vocational Program Supervisor.

Consortium for the Development of Professional Materials for Vocational Education.

PUB DATE- Aug 86
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *Administrator Responsibility; *Administrator Role; *Job Skills; Linking Agents; National Surveys; Occupational Information; Professional Development; Program Administration; Program Evaluation; School Business Relationship; State Programs; Teacher Education; Technical Assistance; *Vocational Directors; *Vocational Education

Two vocational supervisors in each of 47 states were asked to rate the importance of and difficulty associated with learning 106 competencies in 10 areas of vocational administration. Seventy-six administrators responded. In the area of providing technical assistance, providing program guidelines and recommendations and assisting with the interpretation of statutes and regulations were rated most important. Identifying priority issues and developing program standards and criteria were the highest scored among the program leadership competencies. Conducting on-site evaluations, maintaining liaisons with teacher education institutions, cooperating with public agencies, and maintaining membership in professional organizations were the highest-rated competencies in the respective categories of monitoring and evaluating programs, coordinating pre- and inservice training, establishing linkages, and engaging in personal and professional development. The category of performing office administration had the highest percentage of criteria and received a Likert rating above 4.0. Although all of the aforementioned categories included at least one competency that received a Likert rating of 4.0 or more, the categories of coordinating vocational student organization activities, acquiring and managing financial resources, and marketing programs did not. This report also includes additional task statements that the respondents considered important and informative about the administrators and their states. (MN)

ED 273 794 CE 044 986

Navaratnam, Kathiravelu K.

A Cost-Benefit Analysis Model for Secondary Vocational Programs: A New Approach from School Perspective.

PUB DATE- 86
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cost Effectiveness; Economic Factors; Economic Research; *Educational Economics; Financial Support; Income; *Models; *Outcomes of Education; *Program Costs; Program Implementation; Secondary Education; *Vocational Education

This study established a cost-benefit analysis model for use by local school practitioners to assist in efforts to determine the economic outcomes of their vocational education programs. The model, the components of which were costs, process, and benefits, was established with the assistance of a panel of experts that included a local school administrator. Once established, the model was implemented within a local school division using programs from four different vocational service areas. The costs were determined by using school records for the previous year and prorated according to use by vocational education. Components of costs were personnel, building, equipment, materials and supplies, administration, travel, services, utilities, and maintenance. The process was the actual conduct of the programs. The benefits were determined by the income from graduates' salary, income earned from cooperative placement of students, and income from the provision of services by the program to the public. The findings from use of the model indicate that three of the four vocational programs had positive economic outcomes. The panel of experts determined that the model was both usable and transportable. The researchers recommended the use of the model to assist local school practitioners in determining economic outcomes and making decisions based upon such outcomes in vocational education. (Author)

ED 273 822 CE 045 042

Melia, Richard P.
Vocational Rehabilitation: Its Relationship to Vocational Education. Occasional Paper No. 120.
Ohio State Univ., Columbus. National Center for Research in Vocational Education.
PUB DATE- 86
NOTE- 21p.
AVAILABLE FROM- National Center Publications, National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, OH 43210-1090 (OC120--$2.75).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comparative Analysis; Disabilities; Educational Needs; *Education Work Relationship; *Employment Services; Job Placement; Job Training; Models; School Role; Services; *Severe Disabilities; *Transitional Programs; *Vocational Education; *Vocational Rehabilitation

Although disabled students need the same comprehensive assistance in making the transition from school to work as their nondisabled counterparts, most disabled youth, and particulary those with severe disabilities, do not receive adequate assistance in this area. This situation can be remedied by approaching the transition to employment as a process with a clear objective. The process should begin early, be individualized, involve all communication techniques to convince potential students that they could succeed employment goal. The school-to-work transition can be visualized in terms of three bridges, each of which serves a different population. Some disabled students will move into employment without special services, some will need time-limited services, and yet others will require ongoing services. Because the individuals belonging to the first group are not tied to specific programs, no evaluation statistics exist concerning their long-term adjustment to employment and adult life. The second bridge, temporary services that lead to employment, generally involves a program of coordinated interagency counseling services that include a work experience component. This work experience may be provided according to two models, the train/place and the place/train approaches. Despite research documenting the superiority of the first approach with severely disabled clients, the second model is still the most widely used. The key to the success of the third bridge (transition with ongoing services) is developing combinations of ongoing support linked with local services. (MN)

ED 273 851 CE 045 116

Vocational Ethics Infusion Project. Final Project Report.
Norris City-Omaha Community Unit District #3, IL.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 30 Jun 86
NOTE- 25p.
CONTRACT- R-2B-26-X-4-2-522
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Assertiveness; *Conflict Resolution; Elementary Secondary Education; Empathy; *Ethics; Interpersonal Competence; Listening Skills; Postsecondary Education; Risk; *Teaching Methods; *Values; Vocational Education; *Work Attitudes
IDENTIFIERS- Negotiation Processes; Risk Taking; *Work Ethic

The purpose of teaching vocational ethics is to provide students with the opportunity to develop an enabling work ethic. An enabling work ethic is an integrated system of attitudes, values, and beliefs that empower a worker to resolve ethical conflict within self and between and among self and others or situations so as to promote individual job satisfaction and continuous and productive employment over time. Basic ethical principles may be taught via one or more strategies, including the overt-inductive approach, the overt-deductive approach, and the indirect method. Ethical reasoning is contingent upon the development of such cognitive skills as the ability to (1) identify and understand relationships between and among people, events, objects, and ideas; (2) discriminate between fact and opinion, the real and the fanciful; (3) recognize issues, problems, and ambiguity; (4) develop and test hypotheses and generalizations; (5) judge the relevance and importance of information; (6) analyze a given data set; and (7) determine and judge alternate actions. Ethical reasoning and behavior are mediated by interpersonal competencies that enable an individual to translate ethical reasoning into ethical conduct within the work context. These competencies include assertiveness skills, empathic listening skills, negotiation skills, and risk-taking skills. (YLB)

ED 273 865 CG 019 329

Rayburn, Carole A.; And Others
Priests, Brothers, and the Religion and Stress Questionnaire.

PUB DATE- Aug 86
NOTE- 18p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Catholics; *Clergy; Males; *Priests; *Sex Bias; Sex Discrimination; *Sex Fairness; *Theological Education

Clergymen have been facing new challenges and stresses resulting from greater numbers of women entering seminaries and positions of religious leadership. In this study, 54 Roman Catholic priests and 50 brothers were given the specially devised Religion and Stress Questionnaire to explore their sensitivity towards some of the gender issues important to religious leaders today. While these two groups did show some receptivity to thinking along non-traditional lines in terms of understanding the problems and being willing to change something in the system to improve matters, they still have much to resolve. Priests were more sensitive than brothers about the possibility that women may be treated as novelties in the seminary; have far less opportunity for recruitment interviews and hiring; and would be blamed for going against tradition. Brothers were able to see women's possible discomfort being a sexual minority as leaders of congregations. Priests can use counselors and psychotherapists to help them become more understanding about women's issues. Clergymen can use questionnaires to become knowledgeable about their biases and thus become better pastoral counselors. (Survey instrument and results table are included.) (ABL)

ED 273 879 CG 019 343

Ozzello, Tano; White, Donald M.
Diploma Contract Program (Student-Parent-School) Advisor-Advisee.
East Otero School District, LaJunta, CO.
PUB DATE- 20 Nov 85
NOTE- 21p.; Pages 6-8 are printed on colored paper.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Guidance Programs; High Schools; *High School Students; *School Counselors; *School Guidance; *Teacher Role

This document describes a high school guidance program in which teachers are the primary advisors. A description of the advisor-advisee program includes the following information: (1) an explanation of the need for high quality guidance programs despite the lack of staff; (2) a description of the advisement function and its particular services; (3) a summary of the qualifications of teachers to serve as advisors since many school counselor functions do not require specific training; (4) a list of teacher advisor guidance functions, including academic program planning, career/college information assistance, school adjustment help, and personal/social guidance; (5) descriptions of the professional counselor and principal's roles in teacher advisement programs; and (6) suggestions for design of these programs. Also included in this document is an educational contract in which a student chooses a college preparatory, business, vocational, or general educational plan. Unit subject requirements and sample course credit sheets for each plan are provided. (ABL)

Whitcomb, Robert Lowell
Effects of Maternal Employment and Nonmaternal Care on Infants and Preschoolers: 1970-1984.
PUB DATE- Oct 85
NOTE- 50p.; Doctor of Psychology Research Paper, Biola University, California.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Attachment Behavior; *Child Development; *Child Rearing; Cognitive Development; Day Care; Emotional Development; *Employed Parents; Infants; Mother Attitudes; *Mothers; Parent Child Relationship; *Preschool Children; Research Needs

More mothers than ever are now entering the work force and leaving greater numbers of preschool children and infants with less maternal supervision. How this phenomenon affects the development of infants and preschoolers has been the focus of much research, and research results have been mixed. A review of the research related to maternal employment and child development, while often contradictory, shows that the predicted catastrophic consequences of maternal employment and nonmaternal care are not strongly supported by existing data. The general results of studies relevant to the effects of maternal employment on parenting suggest that work status per se is not as important a factor as the attitudes of the mother and her family towards her employment status. Research exploring the attachment process suggests that high-quality day care centers seldom produce negative effects on attachment. Finally, the results of the effects of maternal employment on the child's emotional and cognitive development have generally found day care children to have either more peer orientation or no differences in peer orientation when compared to home-reared children. While these findings suggest that maternal employment may not adversely affect young children, research limitations, conflicting results, and the long-range predictions of theorists who support the importance of early maternal care must be considered. There is a need for quality longitudinal studies to examine the long-term effects of maternal employment on child development. A six-page reference list concludes the paper. (NB)

ED 273 908 CG 019 373

Craig, Rebecca T.
Community Care for the Chronically Mentally Ill: Removing Barriers and Building Supports. Human Resources Series.
National Conference of State Legislatures, Denver, CO.
REPORT NO.- ISBN-1-55516-164-2
PUB DATE- Jun 86
NOTE- 20p.; A product of The Mental Health Project. For related documents, see CG 019 370-372 and CG 019 374-375.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - Serials (022)
DESCRIPTORS- *Government Role; *Mental Disorders; Mental Health Programs; *State Legislation
IDENTIFIERS- *Chronically Ill Persons; Oklahoma

The plight of the chronically mentally ill is discussed in this document. Chronic mental illness is defined as producing major impairments in functioning for an extended period of time. It is noted the chronically mentally ill are expected to negotiate a bureaucratic maze to receive help. The history of treatment of the mentally ill is traced from individuals being locked up and forgotten, to the emergence of state mental hospitals, to community mental health facilities and deinstitutionalization, and finally to the deinstitutionalized chronically mentally ill as a disabled population left for communities. The treatment of the chronically mentally ill today is discussed, including increased family support, transinstitutionalization, and shunting into the criminal system. Service needs of these people are listed, including such things as inpatient care, shelter, and socialization. Eight areas of general legislative guidelines are presented. Relevant state laws are presented. The pressing need of the chronically mentally ill is highlighted in a discussion of future trends and implications. A case study of Oklahoma is presented. Eight references are listed. (ABL)

ED 273 922 CS 008 489

Scales, Alice M.
The Informal Reading Assessment Inventory.
PUB DATE- 80
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Journal Articles (080)
DESCRIPTORS- Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; *Informal Reading Inventories; *Miscue Analysis; Oral Reading; *Reading Comprehension; *Reading Diagnosis; Silent Reading
IDENTIFIERS- *Informal Reading Assessment Inventory

Weaknesses are apparent in two very popular informal reading comprehension measures. The Informal Reading Inventory (IRI) tests comprehension through questions only, while the Reading Miscue Inventory (RMI) is too cumbersome for the average classroom instructor to administer. Since both measures offer instructors ways of collecting data, they may effectively be merged into an Informal Reading Assessment Inventory (IRAI), bringing together processes from both inventories. The oral reading component of the IRAI may be used to check learners' reading behaviors, such as recall of material via retelling, language usage, and recoding. The silent reading component allows learners the private opportunity to interact with written material during an uninterrupted period of time and to present understanding of the material through predetermined criteria in a predetermined manner. The following guidelines are suggested for preparing and administering the IRAI: (1) select several types of materials for oral reading, long enough to elicit at least 25 oral miscues; (2) compute the readability of the selections using at least two formulas; (3) devise criteria for evaluation; (4) prepare a script for miscue coding; (5) have a cassette tape player available; (6) establish rapport with the learner; (7) have the learner read an entire selection aloud, while coding miscues, taping the reading if necessary; (8) have the learner respond to comprehension criteria; and (9) administer the silent reading comprehension measure using selections of 450-500 words. (HTH)

ED 273 936 CS 008 551

Poole, Gary; Poole, Scott
Using Notable Children's Literature and Questioning Techniques to Enhance Comprehension.

PUB DATE- 28 Feb 86
NOTE- 20p.; Paper presented at the Annual Meeting of the Colorado Language Arts Society/National Council of Teachers of English Regional Conference (Colorado Springs, CO, February 27-March 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Books; *Childrens Literature; Content Area Reading; Critical Reading; Elementary Education; Literature Appreciation; *Readability; *Reading Comprehension; *Reading Instruction; Reading Materials; *Reading Skills; Silent Reading; Teaching Methods; Vocabulary Development
IDENTIFIERS- Blooms Taxonomy

Intended for language arts teachers of the upper elementary grades, this guide suggests vocabulary and discussion questions for teaching novels. The questions are on an inferential level of interpretation, rather than literal, and address such topics as style, technique, and plot development. Novels for which questions are provided are: (1) "White Mountains" (John Christopher); (2) "A Day No Pigs Would Die" (Robert Newton Peck); and (3) "The 21 Balloons" (William Pene duBois). Also included is a list of children's books and their suggested readability level. (SRT)

ED 273 965 CS 209 994

Lieberman, David
Writer's Presence in the Research Paper.
PUB DATE- 16 Jan 86
NOTE- 26p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adjectives; Content Analysis; Emotional Experience; *Expository Writing; *Freshman Composition; Higher Education; Persuasive Discourse; Pronouns; *Research Papers (Students); *Writing Instruction; Writing Research
IDENTIFIERS- *Voice (Rhetoric)

Noting that students often adopt a flat, lifeless style when writing a research paper, student papers were examined for evidence of the writer's presence. The presence of the writer is admittedly a subjective perception of the reader, but clues to the presence or absence of the writer can be identified. Though no one clue is definitive evidence, several clues may interact, giving rise to an overall impression of the writer's presence. Seven main indicators of writer's presence did appear in the student papers: (1) personal experience of the writer; (2) authentic tone of voice; (3) emotion expressed through forceful adjectives, adverbs, and exclamations; (4) expression of personal opinion; (5) the use of "I" and "you" to represent writer and reader; (6) evidence of personal investment of time and effort in the subject and writing of the paper; and (7) the writer's style of integrating quotations into the expository text of a research. Research offers several explanations for the frequent lack of writer's presence in research papers. Students may write to the teacher as an authority figure and, as a result, write with less presence. The anxiety of writing to prove knowledge may also lead to an overly formal style. Finally, perhaps the difficulty students have integrating information from outside sources disrupts the process of manifesting their personal presence. (SRT)

ED 273 980 CS 210 053

Polanski, Virginia G.
Composing Styles as Predicted by Personality Style Testing.
PUB DATE- 15 Mar 86
NOTE- 13p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Classroom Environment; Cognitive Style; Higher Education; Peer Evaluation; Peer Relationship; *Personality Assessment; Student Evaluation; Teaching Methods; *Writing Instruction; *Writing Processes
IDENTIFIERS- Writing Style

To determine students' different but equally valid ways of dealing with the composing process, a college instructor developed a questionnaire assessing personality styles. The questionnaire distinguishes between (1) approaches to the writing process, (2) preferences for types of instruction, (3) preferences for types of writing and organizational patterns, and (4) different approaches to the writing task. Information from the questionnaire allows the instructor to tailor the classroom environment and assignments to accommodate these differences and maximize student progress. The information also helps the instructor to devise peer groups composed of students with complementary composing styles. The peer groups meet during class time for prewriting activities, collaborative writing, or writing evaluation. A peer response questionnaire has also been developed to encourage students to use their natural inclinations to review papers by peers with different inclinations. (Copies of the personality style and peer response questionnaires are included.) (HTH)

ED 274 076 EA 018 839

Malen, Betty
Career Ladder Policymaking in Utah: State Perspective.
PUB DATE- Apr 86
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Board of Education Policy; *Career Ladders; Decision Making; Educational Policy; Elementary Secondary Education; *Employment Practices; *Policy Formation; *Politics of Education; School Community Relationship; *School District Autonomy; State Legislation; State School District Relationship
IDENTIFIERS- *Utah

As part of a foundation for a multilevel analysis of career ladder reform among educational employees in Utah, this paper focuses on policymaking from the state perspective. Career ladder policy decisions are determined primarily through state legislative action, which are executed by the state board of education. This paper describes policy decisions, examines processes through which decisions emerge, and discusses implications of the state's capacity to influence the development of career ladder programs. Data were acquired from legislative and agency documents, interest group files, and from 7 informal and 42 indepth interviews with legislators, legislative staff, executive staff, agency officials, and interest group representatives. In Utah, career ladder decisionmaking is characterized by politicalization. Competing goals elicit conflict; for example, whether to break the lockstep salary schedule or to protect it. The impetus for career ladder enactment comes largely from the governor and legislators. Interest groups primarily exercise constraints on rules. Substantial delegated local capacities mitigate the impact of centralized mandates. Utah's policy commitment to the analysis of local district variance expresses confidence in districts' capacity to devise effective programs and enables the state to exert power in the evolution of career ladder reform. Four pages of references are appended. (CJH)

ED 274 090 EA 018 854

Smyth, W. John
Peer Clinical Supervision as 'Empowerment' versus 'Delivery of a Service'.
PUB DATE- Apr 86
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Peer Evaluation; Peer Relationship; Power Structure; Professional Autonomy; Teacher Administrator Relationship; *Teacher Supervision; Theory Practice Relationship
IDENTIFIERS- *Clinical Supervision; Collegiality; *Peer Supervision

Properly construed, clinical supervision in education involves a true, collaborative collegiality among teachers in place of the traditional power relationship between teachers and dominant, "expert," administrator-level supervisors. By eliminating the power of the nonteaching supervisor to prescribe procedures for improving teaching, clinical supervision places responsibility and authority for instructional improvement in the hands of the practicing teacher. This transfer of power also results in a shift away from reliance on outside, nonteaching experts for improvement strategies and toward reliance on teachers' collaborative analysis of what is successful in their own practice. Thus empowered, teachers can no longer blame others for the failure of improvements that they themselves may not have implemented effectively. Instead, they are impelled to move beyond rote behavior to a full analysis of their own methods, a conceptualization of the reasons that those methods work or fail to work, and an effort to develop or find techniques for enhancing their own instructional processes. Implementing processes like clinical supervision may encourage development of the democratic conditions under which such processes might best thrive. Forty-nine references are cited. (PGD)

ED 274 117 EC 190 290

Pittman, Dorothy N.
A Demonstration in Expediency in Writing Lesson Plans for an Educable Mentally Impaired Early Elementary Adjustment Program.
PUB DATE- 86
NOTE- 81p.; Ed.D. Practicum, Oakland University. The appended handwritten lesson plans may be marginally legible.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Attention Control; Auditory Perception; *Behavioral Objectives; Diagnostic Teaching; Handwriting; *Individualized Education Programs; Individualized Instruction; Language Arts; *Lesson Plans; Mathematics Education; *Mild Mental Retardation; Primary Education; Reading Skills; *Student Educational Objectives; Visual Perception
IDENTIFIERS- Detroit Public Schools MI

Developed for teachers of educable mentally impaired students at the early elementary level in the Detroit Public Schools, this lesson plan format uses performance objectives based on the annual goals and short-term instructional objectives cited in students' Individualized Education Programs (IEPs). The format is intended to be concise and useful to members of the monitoring team and local administrators during the annual review process. Performance objectives compiled from a variety of curricular materials are cited and classified according to seven deficit areas: (1) handwriting and letters; (2) reading; (3) oral and written language; (4) auditory and visual perception; (5) mathematics; (6) attending skills; and (7) miscellaneous (health, science, social studies, citizenship). Several planning worksheets, student progress sheets, and handwritten sample lesson plans are appended. (JW)

ED 274 132 EC 190 606

Supplement to the Essential Elements for the Hearing Impaired: A Curriculum Emphasizing Language, Communication and Other Developmental Areas.

Texas Education Agency, Austin.

REPORT NO.- TEA-GE6-331-01
PUB DATE- 86
NOTE- 166p.; For a related document, see ED 238 234.
AVAILABLE FROM- Publications Distribution Office, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Enrichment; Educational Diagnosis; Elementary Education; English Curriculum; *Hearing Impairments; Individual Development; Individualized Education Programs; *Language Arts; *Minimum Competencies; Special Education; *State Standards; *Student Educational Objectives; Student Evaluation
IDENTIFIERS- *Texas

This volume serves as a supplement to the Texas Education Agency's "Rules for Curriculum," implemented in 1984, which requires all Texas schools to teach the same essential elements to all students in kindergarten through grade 8. This manual is intended for modification of that curriculum for hearing impaired students with severe learning problems or for hearing impaired students who can use the curriculum but at a slower rate with supplementary instruction provided in language and communication. The major modifications in this manual are additions to the state basic curriculum of essential elements, with particular emphasis on English language arts. Guidelines and suggestions are listed for assessment procedures and goal selection for hearing impaired students. Among the essential elements listed for hearing impaired students in English language arts are listening, speaking, reading, writing, and language meaning and form. The next major section lists goals for the language of other content areas, including mathematics, science, health, physical education, fine arts, and social studies. Developmental areas such as vocational competence and attitude, self-concept strength, economic awareness and realism, family relationships, productive use of leisure time, social relationships, communication, and political rights and responsibilities for hearing impaired students are considered in the last section. Appendices contain correlated outline codes, an individualized education program form, and an assessment form. (CB)

ED 273 751 CE 044 873

Refrigeration and Cryogenics Specialist. J3ABR54530
Air Force Training Command, Sheppard AFB, Tex.
PUB DATE- 83
NOTE- 679p.; The package includes new and replacement pages as of February, 1984.
LANGUAGE- English
EDRS Price - MF04/PC28 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Air Conditioning; *Air Conditioning Equipment; Course Content; Electricity; *Job Skills; Lesson Plans; Military Personnel; *Military Training; Occupational Safety and Health; Postsecondary Education; *Refrigeration; *Refrigeration Mechanics; Skilled Occupations; Units of Study

IDENTIFIERS- Air Force; Military Curriculum Materials

This document package contains an Air Force course used to train refrigeration and cryogenics specialists. The course is organized in six blocks designed for group instruction. The blocks cover the following topics: electrical principles; fundamentals of tubing and piping; metering devices, motor controls, domestic and commercial refrigeration; fundamentals of air conditioning; air conditioning controls; and commercial air conditioning. The following materials are included in the package: plan of instruction (lesson plans) for the teacher (including outline of course content, time, support materials and guidance, training equipment, training methods, and instructional guidance); study guides/workbook for each major topic block (containing objectives, information, and exercises for each lesson), and workbooks containing review tests for each subject block. Materials are illustrated with line drawings. (KC)

ED 273 766 CE 044 917

Jackson, Virginia; Thiel, Maria

English. Basic Supplemental Exercises. Courses 301-406.

Chicago City Colleges, IL. Chicago Urban Skills Inst.

PUB DATE- 84
NOTE- 252p.; For the basic level curriculum guide, see CE 044 912.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adjectives; *Adult Basic Education; Adverbs; *Capitalization (Alphabetic); English; *Form Classes (Languages); Learning Activities; *Letters (Correspondence); Nouns; Prepositions; *Punctuation; Sentences; *Sentence Structure; Verbs

This book of supplemental exercises is one of a series of books designed to provide educational materials for students in addition to the instructional texts in the Adult Learning Skills Program. Exercises in this basic level book are for the English subject area. Course numbers and exercise topics are: 301 (subjects and predicates, sentence recognition), 302 (declarative, interrogative, exclamatory, and imperative sentences), 303 (nouns, articles, singular and plural nouns), 304 (common and proper nouns, capitalization), 305 (action and being verbs, singular and plural subjects and verbs), 306 (present and past tense, irregular verbs), 401 (subject and object pronouns, verb agreement, possessive nouns), 402 (adjectives, adverbs, descriptive paragraphs), 403 (prepositions, prepositional phrases, connecting words, commas in series and in direct address), 404 (classifying information, topics and details, paragraphs), 405 (friendly, thank-you, invitational, and complaint letters), and 406 (personal data sheet, resume, job and social security number applications). (YLB)

ED 273 837 CE 045 078

Gresser, Priscilla A.
Operating and Maintaining the Greenhouse.
Ohio State Dept. of Education, Columbus. Agricultural Education Service.; Ohio State Univ., Columbus. Agricultural Curriculum Materials Service.
REPORT NO.- AGDEX-200/731
PUB DATE- 85
NOTE- 60p.
AVAILABLE FROM- Ohio Agricultural Education Curriculum Materials Service, 2120 Fyffe Road, Room 254, Columbus, OH 43210-1099 ($7.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Agricultural Education; Agricultural Skills; Behavioral Objectives; Competency Based Education; Energy Conservation;

*Equipment Maintenance; *Equipment Utilization; *Greenhouses; Heating; Learning Activities; Lighting; Ornamental Horticulture; *Ornamental Horticulture Occupations; Plant Growth; Secondary Education; Thermal Environment; Ventilation; *Vocational Education

This learning guide is designed to assist vocational agriculture students in mastering 20 tasks involved in the operation and maintenance of a greenhouse. Addressed in the individual sections of the guide are the following topics: identification of greenhouse designs, greenhouse construction, basic greenhouse maintenance to conserve energy, replacement of broken glass, application of shading compounds and glass lap sealants, techniques for cleaning greenhouse glass, construction and operation of a cold frame, greenhouse ventilation systems, cooling and fan ventilation systems, evaporative cooling systems, boiler heating systems and unit heaters, variation of light intensity, installation of shade cloth and black cloth for reduction of light intensity and photoperiod control, provision of light for photoperiod control, and intermittent mist systems. Each section includes the following: a task title, objectives, suggested references, a list of materials needed, procedures, review questions, and an evaluation measure. (MN)

ED 273 951 CS 209 898

Wicks, Robert H.
Applying Schema Theory to Mass Media Information Processing: Moving toward a Formal Model.
PUB DATE- May 86
NOTE- 44p.
AVAILABLE FROM- Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Processes; Encoding (Psychology); *Information Processing; *Mass Media; *Media Research; *Models; *News Media; Political Science; Recall (Psychology); *Schemata (Cognition); Social Psychology; Social Science Research

Schema theory may be significant in determining if and how news audiences process information. For any given news topic, people have from none to many schemata (cognitive structures that represent organized knowledge about a given concept or type of stimulus abstracted from prior experience) upon which to draw. Models of how schemata are used should illustrate a process, and in the case of news media and information processing, the process may be associated with effective information transmission and retention between the news media and the individuals. A "data-pool" model offered by D. A. Norman and D. G. Bobrow traces the process by which schemata are activated, but fails to explain adequately the precise channels through which specific types of information must pass during information processing. It also cannot be tested adequately for its merit. An 11-stage process model for schema theory developed by R. Axelrod provides for processing of information based on a series of "yes" or "no" questions. This model has an "escape valve" or a means for departure of information without interpretation. The R. Hastie information processing model suggests that people must react to an event in one of two ways: either find an appropriate schema or begin the construction of a new schema. Since research in the area of mass media information processing is relatively new, it seems best to work with a model that can be easily operationalized, moving later to more complex plans. In view of this, the Hastie model offers the greatest utility for mass communications researchers. A five-page list of references concludes the document. (SRT)

ED 273 994 CS 210 139

Applebee, Arthur N.; And Others
The Writing Report Card: Writing Achievement in American Schools.
National Assessment of Educational Progress, Princeton, NJ.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-0-88685-055X; NAEP-15-W-02
PUB DATE- Nov 86
NOTE- 114p.; For the report "Writing: Trends across the Decade, 1974-84," see ED 273 680; for "The Reading Report Card: Progress toward Excellence in Our Schools," see ED 264 550.
GRANT- NIE-G-83-0011

AVAILABLE FROM- National Assessment of Educational Progress, Educational Testing Service, Rosedale Rd., Princeton, NJ 08541-0001 ($12.50).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Content Area Writing; Critical Thinking; *Educational Assessment; Elementary Secondary Education; *Instructional Effectiveness; National Surveys; Student Attitudes; Teacher Student Relationship; Teaching Methods; Trend Analysis; *Writing Evaluation; Writing Processes; *Writing Research; *Writing Skills
IDENTIFIERS- *National Assessment of Educational Progress; *Writing Attitudes

Based on the National Assessment of Educational Progress (NAEP) 1984 assessment of the writing achievement of American school children, this report presents national and demographic subgroup achievement results for students in grades four, eight, and eleven, and discusses students' attitudes toward writing and instruction. The first chapter describes the tasks and evaluation criteria used in the study and highlights results of the study, including the following: (1) although many students appeared to know the basic elements of analytic writing, such writing was difficult for students in all grades; (2) while most students could express their points of view in persuasive writing, many had difficulty providing evidence for those viewpoints; (3) students had less difficulty with tasks requiring short responses based on personal experience; (4) students found it moderately difficult to write well-developed stories; (5) home environment is related to writing achievement; (6) students who indicated writing three or more reports and essays during a 6-week period had higher achievement levels than students who reported not writing during that time period; (7) students' positive attitudes toward writing deteriorate steadily across the grades; (8) students reported that their teachers are more likely to mark mistakes than to show an interest in what they write or to make suggestions for the next paper; and (9) content area writing increases between grades four and eight, and decreases again in senior high school. The next four chapters provide specific achievement data by grade level for informative, persuasive, and imaginative writing, and for writing performance among various demographic subgroups. The remaining three chapters focus on students' responses to questions concerning writing and writing instruction, specifically, their values and attitudes toward writing, how they manage the writing process, and what they write and the help they receive. (HTH)

ED 274 021 CS 505 393

Salwen, Michael B.
Time in Agenda-Setting: The Accumulation of Media Coverage on Audience Issue Salience.
PUB_DATE- May 86
NOTE- 27p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Environment; *Mass Media Effects; *Media Research; *News Reporting; *Public Opinion
IDENTIFIERS- *Agenda Setting

Noting the agenda-setting hypothesis that the public will adopt the media's agenda of issue priorities after the passage of some time, a study examined the effect of time on the public agenda. The study measured responses of 880 subjects in three survey waves. Evaluations of the importance of seven environmental issues were correlated with week-long intervals of media coverage of those issues for up to 33 weeks preceding each survey. The results indicated that the media had their optimal impact on the public's perceived importance of environmental issues after eight to ten weeks of media coverage. The findings also showed that the correlations between the media agenda and the public agenda tended to increase, peak and level, and then decline with the passage of time. Possible explanations for this effect are discussed. Tables and references are appended. (Author/HTH)

ED 274 062 EA 018 822

Roueche, John E.; Baker, George A., III
Profiling Excellence in America's Schools.
American Association of School Administrators, Arlington, Va.
SPONS. AGENCY- Richardson (Sid W.) Foundation, Fort Worth, Tex.
REPORT NO.- ISBN-0-87652-106-5
PUB DATE- 86

NOTE- 188p.
AVAILABLE FROM- Publication Sales, American Association of School Administrators, 1801 North Moore Street, Arlington, VA 22209-9988 (Stock No. 021-00157; $16.95 plus $3.50 shipping and handling, prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Books (010)
DESCRIPTORS- *Administrator Characteristics; Administrator Role; *Educational Environment; *Educational Quality; Leadership; Models; Performance Factors; *School Effectiveness; Secondary Education; *Teacher Effectiveness
IDENTIFIERS- *Excellence in Education; Secondary School Recognition Program

Using as a sample the 154 secondary schools selected as the best in America in 1982 by the Department of Education's Secondary School Recognition Program, researchers examined the characteristics that made teachers, administrators, and school climates effective in the pursuit of educational excellence. The first chapter of this book interpreting the study's findings summarizes the problems and solutions cited in the many recent reports urging educational reform. The Model of Excellent Schools resulting from the current study is introduced and an overview of the findings is presented. Chapter 2 describes five characteristics of favorable learning environments that were found in the study's exploration of school climate. Chapter 3 elaborates on the seven attributes of effective administrators revealed by the study and compares them to the eight principles of sound leadership cited by Peters and Waterman. The fourth chapter identifies the 12 characteristics of effective teachers that were found by the study. The study's results as a whole are summarized in chapter 5, and the implications for school boards, administrators, and teachers are considered. Appendixes identify the schools in the study sample, list the principals and teachers participating in the study, describe the research methodology, and cite over 230 references. (PGD)

ED 274 104 EA 018 871

Grundy, Thomas
The Writing Program in the Beaverton School District.
Oregon School Study Council, Eugene.
PUB DATE- Oct 86
NOTE- 43p.
AVAILABLE FROM- Publication Sales, Oregon School Study Council, University of Oregon, 1787 Agate Street, Eugene, OR 97403 ($4.00 prepaid; quantity discounts; $1.50 shipping and handling will be added to billed orders).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; *Expository Writing; *Inservice Teacher Education; Instructional Improvement; *Process Education; *Rhetoric; Student Attitudes; *Writing Improvement; *Writing Skills
IDENTIFIERS- *Writing across the Curriculum

Using an informal writing style, this journal issue describes the "process approach" to teaching composition in the Beaverton School District (Oregon). The first section contrasts the goal approach, which stresses correct grammar and mastery of specific forms, with the process method, which considers the rhetorical context of conveying a message to an audience. Five writing stages comparable to Aristotelian rhetoric are then described and illustrated. The second section traces the evolution of Beaverton School District's process writing program (particularly the writing across the curriculum component) and explains the district's writing skills assessment program. The program's success can be measured by dramatic improvement in students' test scores from 1985 to 1986 and better student attitudes toward writing. The final section highlights the most useful ideas advanced by three sample elementary, intermediate, and high schools in the Beaverton district. The conclusion underlines the importance of providing well-coordinated inservice support for teachers. Enthusiasm and strong staff commitment are necessary to initiate and maintain process writing programs. The appendices provide the following: (1) the Beaverton writing assessment model, made up of criteria for scoring analytical traits dealing with ideas/content, organization, voice, effective word choice, syntax/sentence structure, and writing conventions; and (2) writing program goals. Included are 12 references, and 13 persons are listed under "Interviews." (MLH)

ED 273 880 CG 019 344

Ihinger-Tallman, Marilyn

Perspectives on Change of Custody among Stepsiblings.

PUB DATE- Nov 85
NOTE- 8p.; Paper presented at the Annual Conference of the National Council on Family Relations (Dallas, TX, November 4-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Child Custody; College Students; Divorce; *Family Problems; Family Relationship; Higher Education; *Parent Child Relationship; *Parenting Skills; Remarriage; *Siblings; *Stepfamily

In an attempt to understand perceptions of custody arrangements from the perspective of children with a focus on sibling and stepsibling relationships, exploratory research was conducted. Lengthy, unstructured interviews were conducted with 12 college students who ranged in age from 18 to 37. Data were gathered on family communication and affection patterns, authority or power relations, coalition formation, cohesiveness and solidarity, and the development of trust and commitment. Several of the subjects had experienced a custody shift, most often occurring because the father sought and won custody. A common reaction to parental divorce was a drawing together of the sibling group. Factors affecting stepsibling relations were: (1) differential treatment by fathers and stepmothers or by stepfathers and mothers; (2) strained relations between stepsiblings while visiting the second home; and (3) differential treatment of "own" children versus stepchildren. Shared experiences, respect, and general liking served as a basis for stepsibling closeness. Subjects' family lives exhibited disruption. Negative feelings were more likely to be directed towards stepparents than toward stepsiblings. (ABL)

Hensley, Wayne E.
A New Look at Nonverbal Expressiveness: The Affective Communication Test (ACT-10).

PUB DATE- 86
NOTE- 20p.; Paper presented at the Annual Meeting of the Eastern Communication Association (77th, Atlantic City, NJ, April 30-May 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Affective Behavior; Affective Measures; Body Language; *Communication Apprehension; *Communication Research; Comparative Analysis; Emotional Response; *Encoding (Psychology); Females; *Interpersonal Communication; Males; Nonverbal Ability; *Nonverbal Communication; Nonverbal Tests; Personality Measures; Self Concept Measures; Self Evaluation (Individuals); Sex Differences
IDENTIFIERS- *Affective Communication Test

A study investigated the validity and usefulness of the Affective Communication Test (ACT) which measures a person's ability to project a nonverbal message to others. The ACT test was reduced to 10 items and administered to 130 college students. The results were analyzed for interpersonal display of effect, public display, and small group display. Two hypotheses were generated: (1) the more anxious a person is when communicating verbally, the more inhibited the person will be when communicating nonverbally; and (2) since females are better at decoding nonverbal cues than males, they will score significantly higher than males on the self-reports of affective communication ability. Results indicated that the lack of nonverbal encoding ability is a strong correlate of communication anxiety for both males and females. Also, males and females tend to make the some distinctions of nonverbal affect; therefore, different scales are not necessary for the two genders. The shortened scale, the ACT-10, is brief enough to be administered quickly yet reliable enough to assess accurately the self-report of nonverbal encoding ability. (SRT)

ED 274 034 EA 018 787

Paterson, Lee T., Ed.
Strike Manual: Related to Potential School Employee Strike Action.

Association of California School Administrators, Burlingame. Foundation for Educational Administration.

PUB DATE- 83
NOTE- 120p.; Prepared by the ACSA Employer/Employee Relations Committee under the auspices of the Foundation for Educational Administration.
AVAILABLE FROM- Publication Sales, Association of California School Administrators, 1575 Old Bayshore Highway, Burlingame, CA 94010 ($16.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Responsibility; *Administrator Role; Board of Education Policy; Check Lists; Collective Bargaining; Communications; Elementary Secondary Education; Guidelines; Legal Responsibility; Mass Media; Morale; *Negotiation Agreements; *Personnel Management; *Policy Formation; Principals; School Community Relationship; School Law; Teacher Administrator Relationship; *Teacher Strikes; Unions
IDENTIFIERS- California; Senate Bill 1225 (California 1983)

This manual is designed to help school boards and administrators avoid strikes, survive them, and recover from them when they are over. Chapter 1 distinguishes between public and private sector strikes; defines different kinds of strike strategies, negotiation goals, and strike goals; and provides a strike evaluation checklist for the employee organization and for the district. Chapter 2 reviews basic decisions in a strike plan and the roles management must fill during the strike. Chapter 3 outlines various board policies and legal options available to the district. Chapter 4 describes strike phases and provides guidelines for working toward a settlement. Chapter 5 offers practical guidelines for maintaining district level staff operations during a strike. Chapter 6 provides a program for district communications during a strike. Chapter 7 offers a strike plan at the school site level. Chapter 8 suggests poststrike procedures designed to bring the district back to normal. Chapter 3 through 7 are followed by appendices containing checklists, questionnaires, agendas, news releases, and similar materials designed to facilitate the role of the administrator during a strike. An addendum provides a list of the Association of California School Administrators (ACSA) services in the event of a work stoppage. (IW)

ED 274 049 EA 018 809

Boose, Robert E.
Guidelines for Equivalent Instruction through Home-Schooling.
Maine State Dept. of Educational and Cultural Services, Augusta.
PUB DATE- 13 Sep 84
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Standards; Administrator Guides; Administrator Responsibility; *Administrator Role; Board Administrator Relationship; *Board of Education Role; Due Process; Elementary Secondary Education; *Home Schooling; Models; Parent Grievances; Parent Rights; *Parent School Relationship; School Responsibility; Student Evaluation; Student Rights; Tutoring
IDENTIFIERS- *Equivalent Instruction Programs; Maine

Maine law allows parents to arrange with local school boards to have their children educated outside a public or private school, if the student will receive "equivalent instruction." If the proposed program of instruction is "equivalent" within the meaning of the law, it must be approved by local school officials. Parents are entitled to a fair and timely decision on any application for equivalent instruction, and may appeal negative decisions. This document provides guidelines to aid local school officials in the adoption and implementation of equivalent instruction rules and policies. Part 1, "Rules for Equivalent Instruction Programs," contains the following: a flowchart depicting the approval process; timelines for three possible sequences in the process; procedures and standards for equivalent instruction programs; the commissioner's procedure for determinations on appeal of local school denials; and a basis statement. Part 2 (untitled) contains the following: guidelines for implementation of equivalent instruction programs by school boards; procedures and standards for equivalent instruction programs; model rules; a model application form; and a notice of school unit action. (IW)

ED 273 752 CE 044 877

Environmental Support Specialist. J3ABR56631

Air Force Training Command, Sheppard AFB, Tex.

PUB DATE- 86
NOTE- 923p.
LANGUAGE- English
EDRS Price - MF06/PC37 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Conservation (Environment); Course Content; Environmental Education; Environmental Standards; *Environmental Technicians; *Job Skills; Lesson Plans; Military Personnel; *Military Training; Occupational Safety and Health; Postsecondary Education; Units of Study; Utilities; Waste Disposal; *Waste Water; Water Pollution; Water Quality; *Water Resources; *Water Treatment
IDENTIFIERS- Air Force; Military Curriculum Materials

This document package contains an Air Force course used to train environmental support specialists. The course is organized in four blocks of instruction covering 320 hours (or eight weeks), and is designed for group instruction. The four blocks cover the following topics: environmental fundamentals and support equipment, water and wastewater analysis, water supplies and treatment, and wastewater treatment and disposal. The following materials are included in the package: plan of instruction (lesson plans) for the instructor, student study guides/workbooks for each block of the course, progress checks (tests and performance demonstrations), and some background material on basic physics. Student study guides contain objectives, information, exercises, summary, and references for each of the lessons in the course. Materials are illustrated with line drawings. (KC)

ED 273 767 CE 044 918

Barnes, Martha; Rouse, June
Reading. Basic Supplemental Exercises. Courses 301-403. Revised.
Chicago City Colleges, IL. Chicago Urban Skills Inst.
PUB DATE- 85
NOTE- 197p.; For the basic level curriculum guide, see CE 044 912.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adult Basic Education; Alphabetizing Skills; Context Clues; Learning Activities; *Phonics; *Reading; *Vocabulary
IDENTIFIERS- Antonyms; Homonyms; Synonyms; *Word Attack Skills

This book of supplemental exercises is one of a series of books designed to provide educational materials for students in addition to the instructional texts in the Adult Learning Skills Program. Exercises in this basic level book are for the reading subject area. Course numbers and exercise topics are: 301 (antonyms, compound words, silent consonants, r-controlled vowels, best title, main idea and details, inference), 302 (homonyms, context clues, consonant blends, inflectional endings, sequence, classification), 303 (synonyms, comparison words, drawing conclusions, alphabetizing, interpreting directions), 401 (functional words, phrase meaning, contractions, syllabication, pronunciation key, skimming for details, topic sentences, alphabetizing, guide words, charts), 402 (word relationships--analogies, prefixes, root words, cause and effect, facts and opinions, maps, giving directions), and 403 (homographs, short story). A review for courses 301-403 is also provided. (YLB)

ED 273 781 CE 044 934

Bhola, H. S.
Pathways to Effective Dissemination: Configuration-Mapping and Linkage-Typing as Tools.
PUB DATE- Oct 86
NOTE- 32p.; Paper presented at the Nationwide Vocational Education Dissemination Conference (9th, Columbus, OH, October 7-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cartography; *Change Strategies; Coordination; Delivery Systems; Developing Nations; Educational Change; Educational Cooperation; Educational Innovation; Educational Planning; Foreign Countries; *Information Dissemination; *Linking Agents; Models; Program Improvement; Technical Assistance; *Vocational Education
IDENTIFIERS- *CLER Model; *Configurational Approach

The Configurational Theory of Innovation Diffusion, Planned Change, and Development, or the CLER model, can be an effective tool for planning change events such as those involved in developing or improving a vocational education program. The C in the CLER model stands for configurations and configurational relationships among and between the social entities involved in any dissemination event, and the L stands for linkages within and between the various configurations. The E stands for the environment(s) surrounding the configurations constituting the planner (innovator) system and the client (adopter) system. Finally, the R stands for resources available to the planner system to promote the dissemination and to the client system for incorporation of the innovation being disseminated. The concepts of configuration mapping and linkage typing are both a part of the structural theory of this model. The CLER model recognizes four configurations: individuals; groups; institutions or organizations; and cultures, subcultures, and communities. Configuration mapping is the process of establishing the boundaries for the planner system and the adopter system involved in a change episode, and linkage is the mutual stance between innovators and adopters who are able to receive or reject information and/or influence each other. Configuration mapping and linkage typing can and have been used together in several developed and developing nations to facilitate development, delivery, and improvement of vocational programs. (MN)

Navaratnam, Kathiravelu K.
4-H Programs: Time to Complement Academic Education.
PUB DATE- 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Education; *Educational Benefits; Educational Improvement; Elementary Secondary Education; *Science Education; *Student Organizations; *Technical Education; Technological Advancement; *Youth Programs
IDENTIFIERS- *4 H Clubs; Cooperative Extension Service

Recently, various national commissions have expressed concerns about the failure of the nation's schools to develop in students appropriate levels of competence in science and technology. As a complement to the school system, the 4-H program can be an asset for improving children's academic performance. In fact, such 4-H programs can be a second chance for students to learn more about science and technology. 4-H is the largest informal youth education program in the United States, with approximately 5 million members. Designing and implementing 4-H programs to be responsive to the needs of academic education would seem to be very appropriate to the mission of Extension 4-H. Extension 4-H programs embody the practical application of land-grant university knowledge by participants. From this base, 4-H programs can be developed to complement academic education. Many state 4-H programs are considering efforts to offer more science and technology programs. 4-H could also provide more summer programs in science and technology in out-of-school environments. Increasing the science and technology content of 4-H will give an impetus to academic education while contribution to the credibility, prestige, and public support of the state Cooperative Extension Services. (KC)

ED 273 807 CE 045 022

Reauthorization of Title I of the Domestic Volunteer Service Act of 1973. Hearing before the Subcommittee on Select Education of the Committee on Education and Labor, House of Representatives, Ninety-Ninth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 26 Feb 86
NOTE- 104p.; Serial No. 99-106. Small type may not reproduce well.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Literacy; Agency Role; Educational Needs; *Federal Legislation; Hearings; *Literacy Education; Policy Formation; Postsecondary Education; *Poverty Programs; Public Agencies; *Public Policy; *Volunteers; *Volunteer Training
IDENTIFIERS- ACTION (Agency); Congress 99th; *Domestic Volunteer Service Act; Volunteers in Service to America

This Congressional report contains testimony concerning reauthorization of the Domestic Volunteer Service Act, which authorizes and provides funding for the various national volunteer antipoverty programs, including Volunteers in Service to America (VISTA), the Service Learning Programs, and Special Volunteer Programs. Included among those persons providing testimony were representatives of the following agencies and organizations: VISTA; ACTION; VOLUNTEER; Gleaners Food Bank of Indiana; the International Reading Association; Harvard University; Literacy Volunteers of America, Inc.; and Laubach Literacy Action. (MN)

ED 273 823 CE 045 056

Balmuth, Miriam
Essential Characteristics of Effective Adult Literacy Programs: A Review and Analysis of the Research.
Kingsborough Community Coll., Brooklyn, N.Y.
SPONS. AGENCY- New York State Education Dept., Albany. Bureau of Adult and Continuing Education Program Development.
PUB DATE- Jun 86
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; *Adult Reading Programs; Counseling Services; Educational Needs; *Literacy Education; Program Administration; *Program Content; Program Effectiveness; Remedial Instruction; *Remedial Programs; School Holding Power; Staff Development; Student Recruitment; Success; Teaching Methods

Interviews were conducted with 4 members of the Task Force of the Adult Beginning Reader Project, 6 program officials, and 13 heads of adult basic education (ABE) programs; site visits were made to two ongoing ABE programs; and the literature pertaining to adult literacy programs in this country was reviewed in order to identify factors associated with the success of literacy programs. Making personal contact with potential students and using verbal and nonverbal communication techniques to convince potential students that they could succeed in the given literacy program were found to be the keys to successful student recruitment campaigns. In the area of program intake, conducting (1) an intake conference in which student expectations, student schedules, and the amount of progress to be expected were addressed and (2) a comprehensive reading diagnosis were found to be crucial factors. Instructional methods found to be successful were either carefully structured and sequenced with a strong phonics component or, on the other hand, were less structured and more informal, with incidental phonics. Affective factors found to be important included teacher morale, sensitivity, compassion, and the ability to explain things well. Strong staff development programs, policies to encourage student attendance and program completion, provision of counseling services, and provision of long- rather than short-term courses were found to characterize successful programs. (A 14-page bibliography is included.) (MN)

When Someone in Your Family Has Cancer.
National Cancer Inst. (NIH), Bethesda, Md.
REPORT NO.- NIH-86-2685
PUB DATE- Dec 85
NOTE- 27p.; For related document, see CG 019 331.
AVAILABLE FROM- National Cancer Institute; Building 31, Room 10A18, Bethesda, MD 20892.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Adolescents; *Cancer; *Children; Coping; *Emotional Response; *Family Problems; Family Relationship; *Information Needs

This booklet was written for children who have a parent or sibling with cancer. It is intended to help readers understand more about cancer, how it is treated, and changes that may be happening in the family's life because of cancer. In addition, it is intended to help readers understand and deal with their feelings about cancer and about the person in the family who has cancer. Sections discuss cancer in the family, whether cancer can be cured, and learning more about cancer. A section on cancer treatment explains surgery, chemotherapy, radiation therapy, and side effects of treatment. Reading and learning more about cancer are discussed. A section on cancer in the family considers the difficulty in talking about cancer; feeling scared, guilty, mad, neglected, lonely, and embarrassed; answering questions; dealing with side effects; and changing. Other sections describe how parents may feel; putting it all together; and other sources of cancer information, including a toll-free telephone line to answer questions and other booklets. Sidebars throughout the text focus on: (1) some things you should know; (2) words used when talking about cancer; (3) words used in talking about cancer treatment; (4) doctors who work with cancer

patients; (5) people besides your parents you can talk to; and (6) remember. (NB)

ED 273 895 CG 019 359

Andersen, Carole Lou
Treatment of Anger: A Review of the Current Literature.
PUB DATE- Jun 85
NOTE- 40p.; Doctor of Psychology Research Paper, Biola University, California.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Anger; *Behavior Modification; *Cognitive Restructuring; Communication Skills; Coping; *Desensitization; Emotional Response; *Interpersonal Competence; Problem Solving; *Rational Emotive Therapy; Skill Development; Stress Management
IDENTIFIERS- *Stress Inoculation

Many psychological and physiological disorders may have some etiology in an unconstructive response to anger. Still others may be exacerbated by repressed or suppressed anger. Anger is often a problem for clients seeking therapy, yet psychologists have little research upon which to develop a viable therapeutic approach. While skills in communication appear to be effective in reducing angry feelings to maintain positive physical and mental health and to enhance interpersonal relationships, these skills seem to be difficult to learn. Four self-report measures have been used primarily in the assessment of anger arousal and expression and in the assessment of the effectiveness of anger management techniques. They are the Buss-Durkee Hostility Inventory, the Reaction Inventory, the Anger Self-Report, and the Anger Inventory. Several promising theoretical positions have been developed for treatment of maladaptive anger in people. Among these are the behavioral approaches of desensitization and social skills training. Cognitive behavioral techniques used involve an emphasis on some kind of restructuring of thoughts, with Rational-Emotive Therapy and stress inoculation training having been used primarily. Research has indicated that any direct intervention for treatment of maladaptive anger expression is better than none, and a multifaceted training program consisting of desensitization or relaxation training, stress inoculation, and social skills or problem solving training is best. Further research is needed to determine what role nonverbal communication may have in shaping anger responses. A four-page reference list is provided. (NB)

Craig, Rebecca T.; Kissell, Michelle
The Mentally Ill Offender: Punishment or Treatment? Human Resources Series.
National Conference of State Legislatures, Denver, CO.
PUB DATE- Aug 86
NOTE- 19p.; A product of the Mental Health Project. For related documents, see CG 019 370-373 and CG 019 375.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - Serials (022)
DESCRIPTORS- *Correctional Institutions; *Criminals; *Deinstitutionalization (of Disabled); Government Role; *Mental Disorders; *Mental Health Programs; *State Legislation
IDENTIFIERS- Michigan

The problem of mentally ill offenders is discussed in this report. Mentally ill offenders are described as generally not violent, with their behavior resulting in charges such as shoplifting, vagrancy, and trespassing. Factors increasing the number of mentally ill offenders are discussed, including the inability of families and communities to handle the deinstitutionalized mentally ill population. Problems the mentally ill face in incarceration without mental health care are also presented. Seven guidelines for improving the status of the mentally ill offender are presented, including increasing the number of psychologists and psychiatrists working in prisons and studying creative funding measures. Specific state laws impacting the mentally ill offender are presented. Five local exemplary programs are summarized. In a discussion of future trends and implications, it is noted that jails are bearing the burden of deinstitutionalization. Suggestions for system improvement such as conservatorship and mental health/law enforcement personnel linkages are made. A case study of Michigan is presented. Sixteen references are listed. (ABL)

ED 273 923 CS 008 520

Kresse, Elaine L. C.
Reading for Story Problem Comprehension.
PUB DATE- Nov 85
NOTE- 5p.; Paper presented at the Annual Meeting of the Plains Regional Conference of the International Reading Association (13th, Minneapolis, MN, November 7-9, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Mathematical Applications; Mathematical Concepts; Mathematical Linguistics; *Mathematics Instruction; *Mathematics Skills; Modeling (Psychology); *Reading Comprehension; *Teaching Methods; *Word Problems (Mathematics)

Students who have the necessary computational skills can solve word problems in mathematics only if they can comprehend the language of the problem. In order to best teach reading comprehension of mathematical word problems, teachers should consider the following steps: (1) prepare for teaching a problem by analyzing the ways the problem can be solved correctly, and identifying the words in the problem which suggest that process; (2) give the students guided practice in solving a sample word problem by letting them see, step by step, how the problem can be solved; and (3) involve students in problem solving by asking them to supply some of the answers and then gradually release them from direct instruction until they can solve the problems completely on their own. (A sample word problem illustrating these three steps is included.) (SRT)

ED 273 937 CS 008 552

Ledger, George W.; Groff, Richard A.

Working Memory, M-Space and Metacognitive Development in Skilled and Less-Skilled Readers.

PUB DATE- Apr 85
NOTE- 19p.; Paper presented at the Annual Meeting of the Society for Research in Child Development (Toronto, Ontario, Canada, April 25-28, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Aptitude; Child Development; Developmental Stages; Elementary Education; Listening Skills; *Memory; *Metacognition; *Reading Ability; Reading Processes; *Reading Research; Reading Skills; *Skill Development

Research on working memory has revealed a developmental trend in memory performance, but a controversy exists as to whether the improved performance is due to a developmental increase in working memory total processing space (M-space), is the result of more efficient processing and storage of material, or is due to the use of "chunking" or other mnemonic strategies by older children. A study traced the development of working memory span and examined the relationship between metacognitive knowledge about reading and memory, M-space, and working memory performance in skilled and less-skilled readers. Subjects, 32 second, fourth, and sixth grade children, completed a series of memory and metacognition measures and M-space tasks. Results substantiated a developmental increase in working memory span performance. The pattern of grade and reader effects found for the span tasks suggests that the trend in working memory performance resulted from an increase in the processing efficiency of mental operations, rather than from an increase in the total processing space. Metacognitive ability was marginally related to working memory performance. (FL)

ED 273 966 CS 209 995

Hunter, Paul
Intertextual Knowledge: A New Look at Rhetoric-as-Epistemic.

PUB DATE- 13 Mar 86
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; *Cognitive Structures; *Epistemology; *Rhetoric
IDENTIFIERS- Epistemic Research; *Knowledge; *Rhetorical Epistemology; Theory Development

Viewing truth and knowledge as intertextual phenomena, the theory of rhetoric-as-epistemic presented in this paper defines the consensus model as unanimity and the "discourse community" model as involving primary texts (rather than people). A theory of intertextual reality and knowledge is developed, based on five major assertions: (1) Even if truth and reality exist independently, humans have no direct access to it. (2) The meaning or truth of anything is extrinsic; that is, things, events, or words are dependent upon and defined by context. (3) Meaning or truth is always dynamic and ambiguous. (4) Knowledge is metaphor. And (5) Rhetoric-as-epistemic ought to be more concerned with theories of writing and reading than with theories of speaking and listening. The following three implications of rhetorical epistemology based on intertextuality are explored: that the traditional conception of writing must enlarge, that writing itself is "radicalized," and that if grammatology "erases" truth and the "logos," it will also erase any traditional concept of the human. Each implication suggests ways in which our concept of and relationship to writing should change or is already changing. (JD)

ED 273 981 CS 210 054

Harrington, David V.
Renewing Audience Response in Study of Medieval Literature.
PUB DATE- Apr 86
NOTE- 14p.; Paper presented at the Annual Conference of the Minnesota Council of Teachers of English (27th, Minneapolis, MN, April 18-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Allegory; Audience Participation; Ballads; Higher Education; Literary Criticism; *Literary Styles; *Literature Appreciation; *Medieval Literature; Middle English; Poetry; Poets; *Reader Response; *Reader Text Relationship; Secondary Education; Teaching Methods
IDENTIFIERS- Breton; Personification

Although modern readers often find the interpretation of medieval literature difficult, they should be encouraged to use their imagination to resolve the dilemmas they encounter. Often, these are the same issues with which medieval audiences had to wrestle and which the poets intended to raise. W. Iser's and H. R. Jauss's principles of audience-response criticism can be useful to the elementary study of medieval literature. Three Middle English genres--personification-allegories, Breton lais, and popular ballads--not only invite but also depend on audience-response, as do all primarily oral recitations. When reading short anthologies, beginning students need to understand the conventions of the dream vision, the humble but unreliable narrator, literary debate, and personification itself. In Breton lais (concise, narrative poems), the characters usually combine acceptable idealism with highly unconventional behavior and lead the audience to consider the story's underlying ethical issues. In popular ballads, the most accessible genre, questions are deliberately left unresolved to spur the audience's imagination. (References and specific examples are included.) (JD)

ED 274 022 CS 505 394

O'Brien, Nancy, Ed.
Status Report on Speech Research: A Report on the Status and Progress of Studies on the Nature of Speech, Instrumentation for Its Investigation, and Practical Applications, January 1-March 31, 1986.
Haskins Labs., New Haven, Conn.

SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.; National Science Foundation, Washington, D.C.; Office of Naval Research, Washington, D.C.
REPORT NO.- SR-85(1986)
PUB DATE- 86
NOTE- 273p.
CONTRACT- NICHHD-N01-HD-5-2910; ONR-N00014-83-K-0083
GRANT- NICHHD-HD-0109904; NIH-BRS-RR-05596; NINCDS-NS-13617; NINCDS-NS-13870; NINCDS-NS-18010; NSF-8520709; NSF-BNS-8111470
AVAILABLE FROM- U.S. Department of Commerce, National Technical Information Service, 5285 Port Royal Rd., Springfield, VA 22151.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication Research; *Deafness; Morphophonemics; Phonology; Reading Research; *Speech Communication

The articles in this report explore the status and progress of studies on the nature of speech, instrumentation for its investigation, and practical research applications. Titles of the papers and their authors are as follows: (1) "Phonological Awareness: The Role of the Reading Experience" (Virginia A. Mann); (2) "An Investigation of Speech Perception Abilities in Children Who Differ in Reading Skill" (Susan Brady, Erica Poggie, and Michele Merlo); (3) "Phonological and Morphological Analysis by Skilled Readers of Serbo-Croatian" (Laurie B. Feldman); (4) "Visual and Production Similarity of the Handshapes of the American Manual Alphabet" (John T. Richards and Vicki L. Hanson); (5) "Short-term Memory for Printed English Words by Congenitally Deaf Signers: Evidence of Sign-Based Coding Reconsidered" (Vicki L. Hanson and Edward H. Licktenstein); (6) "Morphophonology and Lexical Organization in Deaf Readers" (Vicki L. Hanson and Deborah Wilkenfeld); (7) "Perceptual Constraints and Phonological Change: A Study of Nasal Vowel Height" (Patrice Streeter Beddor, Rena Arens Krakow, and Louis M. Goldstein); (8) "The Thai Tonal Space" (Arthur S. Abramson); (9) "P-Centers Are Unaffected by Phonetic Categorization" (Andre Maurice Cooper, D. H. Whalen, and Carol Ann Fowler); (10) "Two Cheers for Direct Realism" (Michael Studdert-Kennedy); (11) "An Event Approach to the Study of Speech Perception from a Direct-Realist Perspective" (Carol A. Fowler); (12) "The Dynamical Perspective on Speech Production: Data and Theory" (J. A. S. Kelso, E. L. Saltzman, and B. Tuller); (13) "The Velotrace: a Device for Monitoring Velar Position" (Satoshi Horiguchi and Fredericka Bell-Berti); (14) "Towards an Articulatory Phonology" (Catherine P. Browman and Louis M. Goldstein); (15) "Representation of Voicing Contrasts Using Articulatory Gestures" (Louis Goldstein and Catherine P. Browman); and (16) "Mainstreaming Movement Science" (J. A. S. Kelso). (HTH)

Johnson, James A., Jr.; Poliner, Elizabeth A.
A Catalogue of Reform Initiative Resumes by Category.
Nova Univ., Fort Lauderdale, Fla.
PUB DATE- 30 Jun 86
NOTE- 129p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; *Educational Innovation; Elementary Secondary Education; Experimental Programs; *Program Descriptions; *Program Implementation; State Departments of Education; State Legislation; State School District Relationship
IDENTIFIERS- *Reform Efforts

This document contains brief descriptions of 100 school district initiatives taken in response to legislator and state department of education mandated educational reforms. Each description, contributed by a paticipant, is indexed by reform category, school district cluster, implementation level, and state. Section divisions in the index of reform categories are titled as follows: "Academic/Honors/Gifted Programs," "Attendance/Dropout Prevention," "Career Ladder/Master Teacher," "Early Childhood Education," "Improve Teacher Preparation," "Innovative Programs/Incentives," "Lengthen School Day/Year," "Math/Science/Computer Initiatives," "Parent/Community Involvement," "Planning Requirements," "Raise Graduation Requirements," "Remediation/Compensatory Education," "School Climate/Discipline," "Smaller Classes," "Student Tests," "Teacher/Administrator Inservice," "Teacher Compensation/Incentives," and "Vocational Education/Job Training." (IW)

ED 274 091 EA 018 855

Dahl, Bonnie
A Principal's Perspective: Lessons Learned from a Partnership Experience.
PUB DATE- 86
NOTE- 6p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Education; *Advisory Committees; *College School Cooperation; Elementary Education; Higher Education; Organizational Communication; Principals
IDENTIFIERS- Brigham Young University UT

This paper reports the personal experiences of one member of a task force considering improvements in Brigham Young University's Education Administration Program. The task force included members of the faculty of the university and representatives from the administrative ranks of a local school district. The report describes the introduction of one elementary school principal to the task force's purposes and procedures, her role as cochairperson of the group, the difficulties faced by the task force, the frustrations associated with limitations on the group's progress, failures of communication among task force members, and the task force's eventual success in finding ways to develop recommendations and to contribute to the program improvement effort. (PGD)

ED 274 118 EC 190 291

Mallory, Bruce L.; Herrick, Susan C.
Ramps Are Not Enough: The Movement of Children with Mental Retardation from Institutional to Community-Based Care.
New Hampshire Univ., Durham. Dept. of Education.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Jun 86
NOTE- 275p.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Children; *Community Programs; *Deinstitutionalization (of Disabled); Elementary Secondary Education; Family Attitudes; Mainstreaming; *Mental Retardation; Outcomes of Education; *Public Policy; Quality of Life; Residential Programs; *Severe Disabilities; *Transitional Programs
IDENTIFIERS- New Hampshire

The effects of deinstitutionalization on 110 severely to profoundly mentally retarded and 68 moderately to severely retarded children drawn from Laconia State School in New Hampshire were examined. Study objectives were to determine: (1) educational and residential consequences of deinstitutionalization; (2) the stability of community placements; (3) the direction of movement (to more or less restrictive environments) of the deinstitutionalization; and (4) the impact of federal and state special education policies on deinstitutionalized children. Study methods included interviews with parents and the community in which the children were based, review of clinical records, and case studies. Information was collected on characteristics of the children and their families, residential placement outcomes, education service outcomes, and the effects of community placement on families. A major conclusion was that deinstitutionalization of children has been enough of a success to justify its full continuation, but that the broader goal of full social integration or "communitization" has not been fully achieved. Social policy recommendations included the following: develop state-wide management information systems for previously institutionalized individuals; create mechanisms to help families make informed decisions; support policies aimed at the prevention of institutionalization; create incentives and enforce policies that encourage increased social integration in educational and residential settings; and create multiple approaches to the support of families of deinstitutionalized children. (CB)

Smithyman, S. J.
The Tree Worker's Manual.
Ohio State Dept. of Education, Columbus. Agricultural Education Service.; Ohio State Univ., Columbus. Agricultural Curriculum Materials Service.
REPORT NO.- AGDEX-953
PUB DATE- 85
NOTE- 147p.; Photographs may not reproduce well.
AVAILABLE FROM- Ohio Agricultural Education Curriculum Materials Service, 2120 Fyffe Road, Room 254, Columbus, OH 43210-1099 ($7.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Agricultural Education; Behavioral Objectives; Entry Workers; Equipment Utilization; *Ornamental Horticulture Occupations; Plant Growth; Plant Propagation; Postsecondary Education; Safety; Secondary Education; *Trees; *Vocational Education

This manual is designed to prepare students for entry-level positions as tree care professionals. Addressed in the individual chapters of the guide are the following topics: the tree service industry; clothing, eqiupment, and tools; tree workers; basic tree anatomy; techniques of pruning; procedures for climbing and working in the tree; aerial lifts; tree identification; identification and treatment of tree problems; and other tree care operations. Appendixes to the manual contain first aid procedures and lists of selected common plants of North America, followed by references and a glossary. Each chapter begins with a set of objectives followed by instructional text. (MN)

Wentling, Tim L.; Barnard, Wynette S.
Identification of Vocational Education Outcomes in Illinois.
Identification and Assessment of Vocational Education Outcomes.
Illinois Univ., Urbana. Dept. of Vocational and Technical Education.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- Jun 85
NOTE- 27p.; For related documents, see ED 250 483-485.
CONTRACT- R31-25D-0124-487
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Attitudes; *Basic Skills; Entrepreneurship; Job Search Methods; *Job Skills; *Outcomes of Education; Postsecondary Education; *Program Content; Secondary Education; State Surveys; Teacher Attitudes; Vocational Directors; *Vocational Education; Vocational Education Teachers; *Work Attitudes

A statewide survey determined perceptions of the state staff and vocational administrators and teachers regarding time given to categories of vocational education outcomes and the educational level at which outcomes are appropriate. Differences existed between the secondary and postsecondary level regarding classroom time spent on identified outcomes. Almost two-thirds of postsecondary programs were devoted to development of technical skills compared to just over one-third of secondary programs. Educators at both levels indicated technical skills should receive less time, thus allowing more time to be spent on all other outcomes. Respondents felt that approximately 20 percent of the time should be spent on basic skills at both levels. At the secondary level, the remaining 50 percent of time would be distributed among affective, occupational survival, job search, and entrepreneurial skills. At the postsecondary level, 30 percent of the time would be spent on these outcomes. Respondents thought area vocational center programs should be similar to community college programs concerning the amount of time spent on outcomes. All outcomes appeared to be appropriate at secondary and postsecondary levels. At the secondary level a more even distribution of time across all outcomes was indicated. At the postsecondary level, focus would be on technical skills. (YLB)

ED 273 952 CS 209 907

Weltzien, O. Alan

Readers, Writers and Thesis Distribution.

PUB DATE- Mar 86
NOTE- 33p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Discourse Analysis; *Freshman Composition; Higher Education; *Persuasive Discourse; *Rhetorical Criticism; Rhetorical Invention; Teaching Methods; Textbooks; Writing Evaluation; Writing Instruction; Writing Processes; Writing Research

IDENTIFIERS- *Text Structure

Most freshman composition textbooks promote one discourse structure, usually stressing early placement of the points of an essay. This can lock rapidly changing writers into composing according to only one format. In addition, adhering to a prescribed structure rather than focusing on meaning too often causes structure--not meaning--to control the discourse. In a study comparing the effectiveness of essays incorporating the thesis statement at the beginning with essays in which the thesis point is spread throughout or placed at the end, 30 teachers of English, social science, and life sciences evaluated one of four versions of each of two freshman essays. Most teachers agreed that the essays with points distributed throughout were more persuasive than those with the thesis stated at the beginning. Truncated and slightly longer versions of these same essays were similarly evaluated by college students, who indicated whether their opinion of the paper changed from version to version and how. Most students did not perceive discourse structure as the teachers had, but their responses showed that they blurred the distinction between opinion and fact perpetuated by composition textbooks. The results suggest that the emphasis when teaching argumentation should be on point distribution throughout an essay rather than point placement at the beginning or end because point distribution leads writers to greater versatility in discourse. (Copies of the essays are included.) (SRT)

ED 274 105 EA 018 872

Reyes, Donald J.; And Others
Applying Teacher Effectiveness Research in the Classroom.
PUB DATE- 86
NOTE- 43p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classroom Observation Techniques; Elementary Secondary Education; *Evaluation Criteria; *Observation; *Teacher Effectiveness; *Teacher Evaluation

Teacher effectiveness research and its use in classroom observation have progressed substantially since the seventies; findings are now experimentally significant, cover a broad subject range, and can be generalized beyond low economic status groups and elementary school students. New teacher evaluation criteria and observation techniques have been researched, with encouraging results. This paper, with its numerous handouts and annotated bibliographies, tries to help practitioners arrive at a research-based definition of teacher effectiveness, analyze behaviors, develop appropriate measuring tools, and consider several observation approaches to incorporate in the data. The handout information focuses on three areas of teacher effectiveness: (1) time-related performance variables (time on task and academic learning time), (2) classroom management and climate, and (3) instructional variables. These three areas provide a solid foundation for developing classroom observation tools that will translate the criteria into measurable data useful for instructional improvement. After describing a few of these tools and their potential for helping teachers change their behavior, the paper summarizes some overall approaches to observation, including "analysis of instruction," "developmental career stages," and "problem-centered models." Knowledge of all three approaches is essential for sound teacher evaluation. Eight pages of references and/or bibliographic comment are provided on such teacher effectiveness concerns as classroom management, time and learning, systematic observation, and teacher evaluation. Handouts include: (1) outlines of concepts (teacher effectiveness, management strategies, and teaching functions); and (2) forms to aid classroom observation. (MLH)

ED 274 133 EC 190 607

Rubin, Simon Shimshon; And Others
Independent Diagnosis of Learning Disability and Emotional Disorder: Rationale, Method, and Results.
PUB DATE- Aug 86
NOTE- 28p.; Paper presented at the Annual Conference of the American Psychological Association (Washington, DC, August 23-27, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Diagnosis; *Discriminant Analysis; Educational Diagnosis; *Educational Trends; Elementary Education; *Emotional Disturbances; Etiology; *Handicap Identification; Labeling (of Persons); *Learning Disabilities; Learning Problems; Testing; Test Interpretation; Test Validity

The study examined issues surrounding the conjoint diagnosis of learning disability (LD) and emotional disorder (ED) using a sample of 30 children (ages 6-12) drawn from referrals to a hospital-based outpatient treatment center. The sample was evaluated for LD using selected learning-based measures. Two separate scales were used to classify emotional disorder. Classification of LD according to perceptual, visual-motor, achievement, and intelligence discrepancies (irrespective of emotional disorder) discriminated among three groups of children: those with no learning difficulties, those with learning problems, and those with learning disabilities. Emotional variables were unable to distinguish the LD groups, and learning variables were unable to distinguish the groups according to level of emotional disturbance. Among conclusions reached were the following: (1) There is little support for a strong linear relationship between LD and ED; (2) The notion that LD children will have a greater degree of emotional difficulties than their non-LD counterparts is not supported by the data; (3) The notion that learning problems (as distinct from learning disabilities) occur in higher numbers among ED children is not disputed. Independent diagnosis and multiple intervention strategies are recommended. The continuing use of exclusionary and hierarchical classifications with reference to emotional disorder in the diagnosis of learning disability appears to be unwarranted. (JW)

ED 273 796 CE 044 989

Navaratnam, Kathiravelu K.
Criteria for Reviewing Publications in Extension.
PUB DATE- 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Planning; *Evaluation Criteria; *Extension Education; Guidelines; *Models; Postsecondary Education; *Publications; Secondary Education
IDENTIFIERS- *Cooperative Extension Service

Publications have been one of the primary delivery methods used by the Cooperative Extension Service. However, concerns have been expressed by Extension administrators about such problems as lack of new publications to address emerging demands, low supplies of useful publications, overproduced and/or outdated publications, inadequate budgets, and publications that are printed for the wrong reasons. To address some of these concerns at the program management and administrative level, a model for publication review is proposed. The model suggests the criteria for publication review by the program area, level of organization, and the subject-matter discipline. The model suggests that target audiences, duplication, and usefulness need to be reviewed at both the program and the discipline level of the organization. Factors to be considered in publication review include program priorities, cost, adequate supplies, target audience, duplication, usefulness, accuracy, and comprehensiveness. These review criteria for Extension publications consider the pluralistic nature of Extension programs, characteristics of audiences, budget constraints, and writers' biases. To implement the review criteria, administrators at program level and subject-matter specialists who are developing publications should have guidelines based on them. A review committee should be used to examine Extension publications before they reach the printing process. (KC)

ED 273 881 CG 019 345

Neuman, Patricia; And Others
Diagnosis and Treatment of Eating Disorders.
PUB DATE- Apr 85

NOTE- 16p.; Paper presented at the Annual Convention of the American Association for Counseling and Development (New York, NY, April 2-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Anorexia Nervosa; *Bulimia; *Clinical Diagnosis; *Counseling Techniques; *Counselor Role; Eating Habits; Emotional Disturbances; Evaluation Criteria; *Evaluation Methods; Interviews; Questioning Techniques

This paper was designed to provide professional counselors with a comprehensive but concise method of accurately evaluting, interviewing, and planning for treatment of eating disorder clients. The paper is organized in five sections. The first section, Diagnosis, compares, contrasts, and offers clear explanations of the diagnostic criteria for anorexia and bulimia, as defined by the official manual of mental disorders of the American Psychiatric Association, the Diagnostic Statistical Manual of Mental Disorders. The second section, Selected Intake Interview Questions, assists the practitioner in: (1) examining the pattern of eating prior to and after the onset of the eating disorder; (2) assessing associated symptoms; (3) determining level of social activity and functioning; and (4) establishing medical/psychiatric history. Use of this section could improve diagnostic accuracy by assisting the counselor in ruling out symptoms of primary medical or psychiatric problems usually associated with eating disorders, and in making referrals. The third section, Philosophy Statement, stresses client involvement in an individualized treatment/recovery plan including appropriate therapy, behavioral contracting, nutritional education, self-help groups, cognitive restructuring, and medical back-up. The fourth and fifth sections concentrate on types of therapy and relapse. A discussion of related problems is included to aid in identifying significant problems co-existing with eating disorders. (Author/NB)

ED 273 995 CS 505 331

Rogers, Donald P.
The Development of a Measure of Perceived Communication Openness.
PUB DATE- Aug 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Communication (Thought Transfer); *Communication Research; Higher Education; Models; *Test Construction; Test Reliability; Test Validity
IDENTIFIERS- Communication Behavior; *Communication Openness Measure; *Communication Styles

A series of studies were conducted to develop a communication openness measure (COM) based on the concept of openness as specific message sending and receiving behaviors. A model of communication behaviors was first developed, consisting of three parts--who communicates to whom, how, and about what? Based on the model, two forms of a 120-item questionnaire were constructed. The first asked whether each of the 120 behaviors was characteristic of open communication, the second asked if they were characteristic of closed behavior. Both forms of the questionnaire were completed by 141 members of the Industrial Communication Council, and by 292 students in a freshman communication course. Analysis resulted in the identification of 48 open communication behaviors and 7 closed behaviors. The subsequent COM contained 55 Likert type items, which field testing then reduced to 19. This 19-item COM was then completed by 495 nurses, and further analysis reduced the instrument to 13 items. The final COM was shown to have excellent reliability and adequate validity. The process of developing this instrument suggested the following conclusions: (1) communication openness is a central variable in organizational communication; (2) open communication behaviors involve asking for information, listening to information, and acting on information; (3) given the nature of open communication behaviors, subordinates are generally open to their superiors; (4) open communication is a vehicle for handling nonroutine and negative information; and (5) open communication is not synonymous with disclosure, and is a receiver-oriented concept rather than a sender-oriented one. (HTH)

ED 274 009 CS 505 370

Kersten, Astrid

Critical Research and the Problem of Multi-Level Analysis: Notes on Connecting Micro Events and Macro Structures.

PUB DATE- May 86
NOTE- 22p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication Research; *Organizational Communication; *Research Methodology; Social Structure; Theories; *Theory Practice Relationship
IDENTIFIERS- Multilevel Analysis; Theory Development

Critical approaches to the study of society and organizations tend to favor theories and models that stress the complexity and multiplicity of social factors and processes and the relations between them. In conceptualizing the relationship between social structure and human agency, critical theorists have attempted to walk a fine line between structural determinism and individualistic voluntarism by developing ideas such as the "duality of structure" or the "double articulation of social structure and human agency." While these ideas are theoretically appealing, their empirical applications are not easily made. A review of the literature reveals the ways various authors have theorized the relationship between structure and agency, including structuralism, individualism, structuration, and critical structuralism. These theories, however, have created problems for organizational communication research, including conceptual difficulties related to multilevel analysis and practical methodological problems that arise when researchers attempt to move from the level of theory to the level of research and action. The literature proposes several strategies for dealing with these problems, among them the use of (1) ideal types, (2) abstraction, and (3) a focus on the extremes of conditions. A list of 42 references is appended. (FL)

ED 274 035 EA 018 788

Prasad, Raj; Bhatnagar, Mary Elizabeth
A Digest of Selected California Laws Related to Certificated Personnel.
Association of California School Administrators, Sacramento. Foundation for Educational Administration.
PUB DATE- Jan 85
NOTE- 121p.
AVAILABLE FROM- Publication Sales, Association of California School Administrators, 1575 Old Bayshore Highway, Burlingame, CA 94010 ($15.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Certification; Compliance (Legal); Court Litigation; Elementary Secondary Education; *Legal Responsibility; *Personnel Policy; *School Law; *School Personnel; *State Legislation
IDENTIFIERS- *California

The digest is organized in the following sections: (1) Employment and Re-Employment; (2) Employee Classification; (3) Salaries; (4) Teachers' Duties, Rights and Evaluation; (5) Leaves of Absence; (6) Dismissal/Demotion Notice Dates; (7) Revocation of Credentials; (8) Dismissals, Layoffs, Suspensions, Resignation; (9) Personnel Files; (10) Administrators; and (11) Employees' Rights in Reorganization of Special Education Programs. At the end of each subtopic within the above sections are related Education Code Sections given in parentheses followed by the related court cases represented by numbers that correspond with "Footnotes" at the end of the document. The Education Code Sections and court cases included in the publication are in summary form. Marginal notes are included and an outline of the marginal notes follows the table of contents. An index of California Education Code Section numbers is provided following the footnotes. Readers are advised that the publication is intended for reference only and should not be used as a substitute for the full text of the Education Code or court cases that have been cited, or as a substitute for legal counsel. (MLF)

ED 274 050 EA 018 810

Morvai, Ronald L.; Dye, Charles M.
The Effects of Five Ohio Supreme Court Decisions (1964-1980) Involving the Park Investment Company on Property Assessment and Taxation for Ohio Public Schools.
PUB DATE- 25 Nov 85
NOTE- 34p.; A more general version of this paper was presented at the Annual Meeting of the American Educational Finance Association (Phoenix, AZ, April 12, 1985). Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Assessed Valuation; Compliance (Legal); Constitutional Law; *Court Litigation; Elementary Secondary Education; *Equalization Aid; Laws; *Property Appraisal; *Property Taxes; *School Funds; State Legislation
IDENTIFIERS- Mansfield City Schools OH; Ohio; *Park Investment Co v Board of Tax Appeals

This document reviews the results of a study of five Ohio Supreme Court cases concerning the equalization of property assessments among the various classes of real property: commercial, industrial, residential, and agricultural. Each of the decisions--occurring between 1964 and 1980, and involving the Park Investment Company--is briefly summarized with respect to its effect upon property assessment and taxation at the state level (determined through analysis of sales ratio studies). Each case also is discussed in terms of its effect on Richland County (Ohio) and, specifically, on the Mansfield school district in Richland County. In all cases, the court had difficulty in implementing its concept of property equalization because of the complexities of the problem and such political and financial implications as the required implementation by either the state legislature, the General Assembly, or the Board of Tax Appeals. Seventeen tables are included, and 42 footnotes are appended. (IW)

ED 274 063 EA 018 823

Corbett, H. Dickson; Rossman, Gretchen B.
Fanfare and Failure: Path Ways to Implementing Change.
PUB DATE- 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational Innovation; Elementary Secondary Education; Longitudinal Studies; *Models; Success

Educators participating in school improvement efforts are likely to follow one of three paths toward implementation of changes, and the most successful projects cut across all three, according to two recent studies. The three processes parallel the three perspectives adopted in research on innovation: technical, emphasizing a rational approach to improving job effectiveness; political, highlighting the power relations involved in altering behavior; and cultural, stressing the norms and values shared by practitioners and the symbolic meanings attached to change efforts. Researchers conducted a 3-year, longitudinal study of 14 elementary and secondary schools undergoing curriculum changes and a 1-year study of three "good" high schools trying to become better. This research report presents in chart form a model of a causal network that depicts the forces at work in schools implementing changes and shows how the three perspectives on innovation interact. The report then discusses the three typical pathways toward innovation and refers to the network model to explain the causal factors at work in each pathway. The report concludes that: (1) antecedent conditions significantly affect project success; and (2) the provision of encouragement and assistance and the alteration of rules and procedures are critical during the process of implementation. (PGD)

ED 274 078 EA 018 841

Eden, Rick; And Others
Indirect Costs: A Guide for Foundations and Nonprofit Organizations.
Rand Corp., Santa Monica, Calif.
REPORT NO.- ISBN-0-8330-0708-4; RAND/R-3376-COF
PUB DATE- Jan 86
NOTE- 43p.; Prepared in cooperation with the Council on Foundations.
AVAILABLE FROM- Publication Sales, RAND Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406 ($4.00; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Budgeting; Check Lists; Cost Effectiveness; Financial Policy; *Grants; Guidelines; *Nonprofit Organizations; *Philanthropic Foundations
IDENTIFIERS- *Indirect Costs

Indirect costs are costs for activities that benefit more than one project and for which it is difficult to determine how much each project should pay. Developed to provide the staffs of foundations and their nonprofit grant applicants with a basic understanding of the issues associated with indirect costs, the guide is based on more than two dozen interviews both with representatives of foundations and with grant recipients. The report does the following: (1) examines the range of foundation and nonprofit concerns, practices, and policies regarding indirect costs; (2) develops a common conceptual framework for understanding indirect costs; and (3) provides guidelines for presenting and reviewing indirect costs in proposal budgets. Following a summary and introduction are sections that: (1) examine the organizational policies that define and aggregate indirect costs; (2) explain two common methods of allocating such costs among projects; (3) examine the use of indirect cost rates; and (4) illustrate how indirect costs are typically presented in proposal budgets. The last section examines foundation and grant applicant perspectives on the support of indirect costs and presents checklists that may be used to guide the presentation and review of indirect costs in proposal budgets. (MLF)

ED 273 753 CE 044 878

Kelso, Carol; And Others
Cracking the Barriers of Poverty: Monitoring the Impact of the Job Training Partnership Act on Wisconsin Women.
SPONS. AGENCY- League of Women Voters Education Fund, Washington, D.C.
PUB DATE- Sep 85
NOTE- 33p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Community Education; *Compliance (Legal); Economically Disadvantaged; Employment Programs; Federal Legislation; *Federal Programs; Federal State Relationship; *Females; *Job Training; Postsecondary Education; *Program Implementation; *Program Improvement; Womens Education
IDENTIFIERS- *Job Training Partnership Act 1982

This guide to the Job Training Partnership Act (JTPA) was prepared by the Wisconsin League of Women Voters to aid women in that state in gaining the full benefits of the Act's provisions. The guide is organized in eight sections. The first two sections introduce the guide and outline the provisions of the JTPA. The third section explains who runs the various components provided for by the JTPA, such as the Governor's office, the State Job Training Coordinating Council, the Private Industry Council, and local elected officials. In the fourth section, the guide addresses the issue of how the JTPA can address the special needs of women. Items discussed include support services, recognition of special needs, and analysis of what the JTPA has done in Wisconsin to date. The fifth section suggests ways of monitoring the JTPA and explains the administrative structure, the job training plan, service providers, participant support, and performance standards. In the sixth section, a plan of action is offered for improving the implementation of the JTPA provisions to meet women's needs. Included is information on interpreting the data, educating the community, publicizing, and building a coalition. The final two sections of the guide contain multiple appendixes that explain the Act and outline the structure of the various agencies involved in its implementation, and a list of information resources. (KC)

ED 273 768 CE 044 919

Barnes, Martha; And Others

Adult Education Intermediate Curriculum Guide. Courses 501-803.

Chicago City Colleges, IL. Chicago Urban Skills Inst.

PUB DATE- 83
NOTE- 538p.; For the basic level curriculum guide, see CE 044 912. For related supplementary exercise books, see CE 044 920-924.
LANGUAGE- English
EDRS Price - MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Addition; *Adult Basic Education; Arithmetic; Behavioral Objectives; Capitalization (Alphabetic); Content Area Reading; Context Clues; Curriculum Guides; Decimal Fractions; Division; *English; Form Classes (Languages); Fractions; *Grammar; Learning Activities; *Mathematics; Multiplication; Paragraph Composition; Punctuation; *Reading; Reading Comprehension; Sentences; Sentence Structure; Subtraction; *Vocabulary Development; Word Problems (Mathematics)

The purpose of this curriculum guide is to assist Training Specialists to teach Adult Basic Education/General Education Development (ABE/GED) students intermediate skills in reading, English, and mathematics. The guide begins with an introduction (purpose, overview, adult learner characteristics, teacher type), curriculum policies, curriculum structure, and specific intermediate level information. Materials are provided for courses at the fifth-grade level (501-503), sixth-grade level (601-603), seventh-grade level (701-703), and eighth-grade level (801-803) for reading, English, and mathematics. Each set of course materials begins with a general objective. The course materials correlate specific objectives with teaching/learning activities (suggestions of possible ways to introduce or clarify a concept) and supplementary exercises (correlations, by exercise number, to the five student supplementary exercise books to be used with this curriculum). Appendixes include samplings of internal and external materials and resources, a list of audiovisual materials correlated to course subjects, a list of Illinois Adult and Continuing Educators Association's professional standards, a training specialist input form, and a 67-item bibliography. (YLB)

ED 273 782 CE 044 935

Bhola, H. S.
Literacy for Development: An African Perspective (Notes from a Sabbatical).
PUB DATE- Oct 86
NOTE- 46p.; Presented at the Annual Meeting of the African Studies Association (29th, Madison, WI, October 30-November 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Developing Nations; Economic Development; Educational Radio; *Literacy Education; Outcomes of Education; Personal Narratives; *Program Effectiveness; Program Implementation
IDENTIFIERS- *Africa; Ethiopia; *India; Kenya; Malawi; Tanzania

This report contains one man's impressions of the state of adult literacy education in several countries of Africa and in India. The first country reported on is Ethiopia, where signs of a capitalist society were evident in that officially Marxist country, where literacy education was still a priority in the midst of a waning famine. Ethiopia had conducted continuous "campaigns for literacy" that had succeeded despite lack of resources. Next, the planning for a literacy broadcasting system to provide radio support to literacy in Malawi is described. In India, political corruption and official neglect make the progress of literacy education doubtful. However, literacy may come to be inevitable, though the progress is slow. A workshop in Kenya showed that literacy education was progressing slowly, serving 350,000 adults in about 1,300 centers that year (80 percent being women), but that official support from the highest government levels seemed to be waning. Finally, adult literacy programs in several areas of Tanzania are described. The report concludes that literacy is a basic need and a powerful force that will inevitably come to all peoples because it is innately desired by all. (KC)

ED 273 808 CE 045 024

Cable Television: A Method for Delivering Information.
Nebraska Univ., Lincoln. Cooperative Extension Service.
PUB DATE- May 83
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Education; *Agricultural Education; *Cable Television; Delivery Systems; *Distance Education; *Extension Education; Feasibility Studies; *Horticulture; Information Dissemination; *Leadership Training; Postsecondary Education; Urban Areas; Urban Education
IDENTIFIERS- *4 H Clubs

This report presents the recommendations of a committee that was formed to explore the possibility of using cable television networks as a method of delivering extension education programs to urban audiences. After developing and testing a pilot project that used cable television as a mode to disseminate horticulture and 4-H leader training information, the committee concluded that cable television is an acceptable delivery mode that should be used in addition to, but not as a substitute for, other methods of providing extension education. Multiple viewing times within one week and evening hours were found to be important. Extension staff were urged to investigate the availability of cable television resources in their own areas and explore the possibility of sharing resources among counties, districts, and states. Some staff members resist making television programs because they consider the practice too time consuming and expensive. Inservice training is necessary to demonstrate the effective use of cable television as an information dissemination mode, to make teachers aware of the implication of emerging telecommunications technologies for informal youth and adult education, and to teach the design and production of cable television programs. Programs developed in the future should have a single, one-shot focus, and programs in a series should be independent of each other. Program marketing techniques should be developed on an individual county basis and should focus on cable subscribers. (MN)

ED 273 824 CE 045 059

Wellsfry, Norval; Rosen, M. Frances

A Model for Community College/High School Articulation.

Sacramento City Coll., Calif.; Sacramento City Unified School District, Calif.

PUB DATE- 86
NOTE- 7p.; Prepared by the Articulation Council.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); *College School Cooperation; *Community Colleges; *Cooperative Planning; Cooperative Programs; *Coordination; Delivery Systems; Developmental Continuity; *High Schools; Models; Research Projects; Teacher Workshops; Two Year Colleges

By initiating formal structures for cooperation and coordination of programming between themselves and local high schools, community colleges can reduce the amount of unnecessary duplication of efforts and programs and can benefit many students who, without such a program of articulation, would be unprepared for community college course work. Sacramento City College and the Sacramento City Unified School District have had such a program for several years. In 1982, the two institutions established a formal joint articulation council whose objectives were to ensure integration and articulation of the curricula of these institutions (especially in the basic skills and occupational program areas), develop a continuum of assessment from high school to college to measure student achievement and ensure that students received appropriate preparation for college, and develop a continuum of instructional and student services. Two major series of projects were developed to meet these objectives. The first of these were problem-solving workshops, including articulation workshops for faculty in different occupational areas, joint curriculum workshops for English faculty, and inservice programs for high school faculty. The second set of projects included joint research studies in such areas as curriculum improvement, instructional material selection, and longitudinal research in the areas of student assessment and placement. The model has been quite successful, with benefits having been accrued by both parties in the partnership. (MN)

ED 273 839 CE 045 081

Non-Governmental Organisations. Their Role in Development. Courier No. 37.

Asian - South Pacific Bureau of Adult Education.

PUB DATE- Jul 86
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Adult Education; Adult Literacy; *Agency Role; Cooperative Planning; Cooperative Programs; *Developing Nations; *Economic Development; Educational Planning; *Government Role; *Institutional Cooperation; International Organizations; Literacy Education; National Organizations; Policy Formation
IDENTIFIERS- India; *Nongovernmental Organizations; Philippines; South Pacific

This issue of the "Courier" contains several articles on the role of nongovernmental organizations (NGOs) working for social justice and development for people in Third World countries. The following articles appear: "Sharing One Earth" (Nighat Said Khan, Kamla Bhasin); "Beware of the Gongo--Regulating NGOs in India: New Moves" (Rajesh Tandon); "Widening the NGO Perspective" (Tony Quizon); "Non-Governmental Adult Education Associations--An Overview" (Chris Duke); "A View: The Cooperation between the Government and NGOs in Development" (Jon Ungphakorn--interview); "Third World NGDOs Task Force: Origin, Aims, Evolution, and Present Situation" (Mario Padron); and "German Adult Education Association and German

Foundation for International Development." (KC)

ED 273 867 CG 019 331

Talking with Your Child about Cancer.
National Cancer Inst. (NIH), Bethesda, Md.
REPORT NO.- NIH-86-2761
PUB DATE- Jan 86
NOTE- 18p.; For related document, see CG 019 330.
AVAILABLE FROM- National Cancer Institute, Building 31, Room 10A18, Bethesda, MD 20892.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Adolescents; *Cancer; Childhood Needs; *Children; Coping; Developmental Stages; Family Problems; *Information Needs; *Parent Child Relationship; *Verbal Communication

This booklet was written to help parents decide what to tell their child who has cancer. It recommends that parents tell their child the truth about his disease to prevent him from feeling guilty and to increase his cooperation with treatment. A gentle, open, and honest approach is suggested. Sections discuss who should tell the child and when the child should be told about his or her illness. It is noted that the amount of information and the way it is presented to the child will depend on his age and intellectual maturity. Guidelines are suggested for talking with children at different ages (birth to 2 years; 2- to 7-year-olds, 7- to 12-year-olds, 12-year-olds and older). Suggestions are made for keeping open communication between parent and child. Six questions that a child may ask are listed and guidelines are presented for each question to help prepare parents to answer them. A section on supporting the child with cancer lists 14 suggestions for reassuring the child during the period of cancer diagnosis and treatment. It is noted that many of the ideas presented can also be used in discussions with the child's siblings and friends. The toll-free number for the National Cancer Institute (NCI) Cancer Information Service is given and free NCI publications are listed. (NB)

ED 273 896 CG 019 360

Morscheck, Thomas Lee
The Efficacy of Nonbehavioral Individual Marital Therapy.
PUB DATE- Jun 86
NOTE- 53p.; Doctor of Psychology Research Paper, Biola University, California.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Counseling Effectiveness; *Data Interpretation; Evaluation Criteria; *Individual Counseling; *Marriage Counseling; *Research Methodology; *Research Problems
IDENTIFIERS- *Individual Marital Therapy; Psychodynamics

Individual marital therapy (IMT) is therapy in which one or both spouses are treated separately by different therapists who do not communicate with each other about treatment. Gurman and Kniskern (1978) reported an improvement rate of 48% and a deterioration rate of 11.6% for nonbehavioral IMT. These outcome data and the conclusions drawn from them have precipitated oppositional reappraisals and critiques, notably by Jacobson (1978) and by Wells and Gianetti (1986). Jacobson disregarded Gurman and Kniskerns' outcome research on grounds of its generally inferior research design and methodology. Wells and Gianetti reappraised each of the original studies by Gurman and Kniskern and concluded that the studies had major flaws of design and implementation. This controversy may be resolved by: (1) examining reported efficacy rates for nonbehavioral IMT; (2) describing evaluations and interpretaions of the data; (3) explaining why alternative interpretations and explanations are given for the same outcome research; and (4) presenting an original critique and evaluation of the debate on IMT outcome research. Completion of these four steps suggests that the 1978 appraisals by Gurman and Kniskern of the improvement and deterioration rates for nonbehavioral IMT were based on studies which do not meet minimum requirements for outcome research. To date, there is little acceptable empirical evidence either for or against the efficacy of IMT. The exploration and generation of investigative questions on this issue, however, should be seen as a valuable and worthwhile endeavor. A seven-page list of references concludes the paper. (NB)

ED 273 910 CG 019 375

Paterson, Andrea; Craig, Rebecca T.
The Homeless Mentally Ill: No Longer Out of Sight and Out of Mind. Human Resources Series.
National Conference of State Legislatures, Denver, CO.
REPORT NO.- ISBN-1-55516-155-3
PUB DATE- Dec 85
NOTE- 20p.; A product of the Mental Health Project. For related documents, see CG 019 370-374.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140) Collected Works - Serials (022)
DESCRIPTORS- *Deinstitutionalization (of Disabled); *Government Role; *Homeless People; *Mental Disorders; *Mental Health Programs; *State Legislation
IDENTIFIERS- California

The increasing presence of the mentally ill among the nation's homeless is the topic of this report. The problems presented by deinstitutionalization are discussed, including: (1) the homeless mentally ill as a disruptive element of society; (2) mentally ill persons who shuttle between the hospital and the community; (3) young chronic patients who are homeless and have received only minimal help; and (4) inadequate living arrangements and support services for the chronically mentally ill. The promise of deinstitutionalization and its failure in practice are discussed. Legislative guidelines for care of the homeless mentally ill are listed, including access to medical care and ongoing case management. Specific state legislation aimed at the homeless chronically mentally ill is presented. In a discussion of future implications and directions, the needs to improve mental health service to prevent homelessness among the chronically mentally ill, and to improve shelter networks are highlighted. A case study of California is presented. Five references are listed. (ABL)

ED 273 924 CS 008 527

Mason, Jana M.; Allen, JoBeth
A Review of Emergent Literacy with Implications for Research and Practice in Reading. Technical Report No. 379.
Bolt, Beranek and Newman, Inc., Cambridge, Mass.; Illinois Univ., Urbana. Center for the Study of Reading.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Apr 86
NOTE- 99p.
CONTRACT- 400-81-0030
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Cognitive Processes; *Early Reading; *Language Acquisition; Learning Processes; *Learning Theories; *Literacy; Preschool Education; Reading Instruction; Reading Research; Reading Skills; Reading Writing Relationship; Skill Development; *Theory Practice Relationship; Writing Instruction; *Writing Readiness; Writing Skills
IDENTIFIERS- *Emergent Literacy

Defining emergent as the process of becoming and literacy as the interrelatedness of reading and writing in young children's development, this paper reviews emergent literacy research and relates it to beginning reading and writing instruction. The first section of the paper describes the social and linguistic contexts for literacy, reviewing research that shows communication patterns and practices and parent-scaffolding of literacy for preschool children to be critically important events for literacy development. The second section deals with oral and written language distinctions and describes why literacy is not a simple extension of oral language. The third section reviews research on the acquisition of emergent reading and writing skills and

knowledge, while the fourth presents examples of landmark instructional studies that adopt an emergent literacy perspective. (Author/FL)

ED 273 938 CS 008 555

Doiron, Renee; Cameron, Catherine Ann

Young Children's Scripted-Story Recall.

SPONS. AGENCY- Social Sciences and Humanities Research Council of Canada, Ottawa (Ontario).
PUB DATE- Jun 86
NOTE- 10p.; Paper presented at the Annual Meeting of the Canadian Psychological Association (47th, Toronto, Ontario, Canada, June 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Grade 1; Grade 3; Memory; Narration; *Nouns; Primary Education; *Reading Research; *Recall (Psychology); Retention (Psychology); *Scripts
IDENTIFIERS- *Text Structure

A study investigated the effects of presentation mode and type of content on young children's recall of nouns in a scripted narrative. Forty-nine children in the second month of first grade were presented a fictional narrative in which were embedded 18 target nouns classified as high-scripted, medium-scripted, or low-scripted. Subjects then viewed pictures of the nouns, viewed both pictures and printed labels of the nouns, or viewed pictures and read and copied the printed labels. They then answered 18 questions, tapping their memories for 6 cued and 12 noncued nouns, immediately after hearing the story and at 2 later times. The results indicated that children's knowledge is well organized in a scripted form. Not only was recall for both cued and noncued high-scripted nouns significantly greater than recall for medium-scripted and low-scripted nouns in all three sessions, but also recall of the highly scripted noncued nouns did not decline over sessions. The results also demonstrated that experience with a written code does not promote better performance on a memory task. The same procedure was administered to 17 children in their final month of third grade. The results showed no evidence of recall facilitation due to the labeling treatments. (Nine references and two tables of data are included.) (HTH)

ED 273 967 CS 209 996

Halsall, Sharen Weber
An Ethnographic Account of the Composing Behaviors of Five Young Bilingual Children.

PUB DATE- Apr 86
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Patterns; Bilingual Education; *Bilingual Students; Bilingual Teachers; Classroom Environment; *English (Second Language); Language of Instruction; Limited English Speaking; Primary Education; *Protocol Analysis; *Spanish Speaking; Teaching Methods; *Writing (Composition); *Writing Instruction; Writing Research; Writing Skills

A study examined bilingual children's composing behaviors during classroom writing and their perceptions of writing. Students' descriptions of what occurred in their day-to-day environment were analyzed using ethnographic methods. The researcher observed five subjects--bilingual students in kindergarten through third grade--for 145 hours, and conducted both formal and informal interviews. Collected data were analyzed using the developmental research sequence described by J. Spradley, and 12 composing behaviors were identified: (1) reading back, (2) invented spellings, (3) copying, (4) body language, (5) prewriting, (6) concealing writing, (7) writing play, (8) confirmation questions, (9) talking while writing, (10) asking questions, (11) statements about writing, and (12) taking breaks. Many of these composing behaviors are also used by monolingual students. However, bilinguals talked while they wrote in order to make the transition to writing by using Spanish phrases to get started writing. Three other behaviors were specific to the bilingual children: reading back, confirming questions, and concealing writing. In this study, teachers served as models for both oral and written language in the classroom, encouraging verbal and written expression from children based on the children's agendas and important life events, and focusing on getting meaning from the children, learning from them, and accepting their individual composing levels and styles. (SRT)

ED 273 982 CS 210 055

Hartnett, Carolyn G.
Thinking with Verbs and Conjunctions.
PUB DATE- Mar 86
NOTE- 9p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (37th, New Orleans, LA, March 13-15, 1986). Chart on pages 8 and 9 contains marginally legible print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cognitive Processes; Cognitive Structures; *Cohesion (Written Composition); *Grammar; Higher Education; *Punctuation; Secondary Education; *Sentence Structure; Writing (Composition); Writing Difficulties; Writing Instruction; *Writing Processes; Writing Skills
IDENTIFIERS- *Basic Writing; Conjunctions

Basic writers often experience difficulties when trying to articulate ideas in writing that are more specific, systematic, and fully developed than their speech. The writers must learn how to put their thinking into the appropriate forms and expressions necessary to address an academic audience. Noting that the natural working of the human mind seems to develop ideas in traditional rhetorical modes, such as definition, classification, comparison, and cause-and-effect, F. D'angelo has presented a systematic list of 10 overlapping static and progressive logical patterns of arrangement. When students want to develop an idea in one of these patterns, they need to consider how to organize their information and to choose expressions and grammatical forms that relate to the parts of the patterns or networks. M. A. K. Halliday and R. Hasan have suggested a valuable system of terms that express relationships between sentences. Cohesion requires understanding the relationships of ideas and also mastering grammar and punctuation, especially punctuation of complete sentences. In explaining his system for identifying cues to intellectual processes, L. O'Dell discusses focus, classification, change, and temporal and logical sequence. (A chart entitled "Development by Cohesion, Structure, and Content," derived from the ideas of the above authors and designed to structure systematically the forms and expressions that constitute the appropriate content of a basic writing class, is included.) (JD)

ED 274 092 EA 018 856

Kennedy, Kerry J.
Reconceptualising Efforts at National Curriculum Development.
PUB DATE- Apr 86
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Educational Policy; Federal State Relationship; Foreign Countries; Government School Relationship; *National Programs; Policy Formation
IDENTIFIERS- Australia; Curriculum Development Centre (Australia)

In 1984 Australia's federal government decided to reactivate the Curriculum Development Centre, an agency abandoned in the early 1980's for political and economic reasons. This paper examines the context in which the center currently acts and the operations that it conducts. The paper first considers background issues related to national curriculum development, including the respective roles of the national and state governments in education, the needs of various client groups, and the relative value of producing instructional materials rather than seeking broader goals. The next section of the paper discusses and presents examples of three basic approaches to national curriculum development: (1) identification and national dissemination of successful local practices; (2) the development of national consensus on curricular topics; and (3) the attraction of national attention to problems or issues of common concern. The paper concludes with a brief review of the practical steps necessary to ensure adequate communication between the national center and local delivery systems or practitioners. The importance of maintaining a sense of partnership among those affected is stressed. (PGD)

ED 274 119 EC 190 292

Mildly Mentally Handicapped: Volume II. Resource Manuals for Program for Exceptional Children. Revised.

Georgia State Dept. of Education, Atlanta. Office of Instructional Services.

PUB DATE- 86
NOTE- 98p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Definitions; Delivery Systems; Due Process; *Educational Diagnosis; Educational Resources; Elementary Secondary Education; Eligibility; Handicap Identification; Individualized Education Programs; *Mild Mental Retardation; School Districts; *School Role; *State Programs; Student Evaluation; Student Placement
IDENTIFIERS- *Georgia

The purpose of this resource manual is to help local education agencies implement state mandated requirements and provide effective programs for mildly mentally retarded students in Georgia. The first section presents definitions and eligibility criteria for the mildly mentally handicapped. A section on due process considers screening, referral, and comprehensive evaluation procedures for these students. Also discussed are the individualized education program, student placement, confidentiality, and exit criteria. Components of program organization are discussed in the third section and include delivery models, enrollment, certification, resource personnel, volunteers, inservice education, facilities, and transportation.

The next section discusses the instructional policy for mildly mentally retarded students in Georgia, a policy aimed at providing for the improvement of learning opportunities, development of individual potential, enhancement of the student's self concept, advancement toward becoming a self-sustaining citizen, and attainment of employment potential. Outlined in this section are direct service goals and objectives, teacher responsibilities, methodological issues, curricular considerations, community resources, and related services. Following this is a checklist for program evaluation, covering such areas as prereferral screening, eligibility, due process, facilities, and personnel. The final section lists state and national resource organizations for this population. Appendices contain information on adaptive behavior, college training programs, curriculum guides and materials, adapting curricula for mildly handicapped students, teaching methods, and high school graduation requirements. (CB)

ED 273 853 CE 045 137

Home Economics Occupations. Education for Employment Task Lists.
Lake County Area Vocational Center, Grayslake, IL.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 86
NOTE- 138p.; For other task lists, see CE 045 138-141.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Child Caregivers; Child Care Occupations; *Day Care; Employment Potential; *Fashion Industry; *Food Service; *Housekeepers; Job Analysis; *Job Skills; Matrices; Occupational Clusters; *Occupational Home Economics; Occupational Information; Postsecondary Education; Program Content; Secondary Education

The duties and tasks found in these task lists form the basis of instructional content for secondary, postsecondary, and adult occupational training programs for home economics occupations. The home economics occupations are divided into four clusters. The clusters and occupations are: child and day care services (child care worker/instructor, preschool teacher, child care manager/administrator, child care attendant/aide, elder care aide/adult day care worker, teacher aide/educational assistant, infant and toddler care worker), clothing and apparel services (fashion sales clerk, fashion store manager, fashion sales manager, fashion buyer), institutional and home management services (cleaner/domestic housekeeper, cleaner/institutional housekeeper), and food services (dining room attendant, counter attendant, wait person, kitchen helper/cook's helper, short-order cook, baker's helper, baker, institutional cook, restaurant cook/chef, food service manager). Matrices for each cluster list the duties and tasks and indicate which occupations include that duty or task. Each cluster also includes a list of employability skills that are important for all occupations. (YLB)

ED 273 953 CS 209 916

Spellman, Robert L.
Financial Journalism under Fire: The SEC and Newsroom Ethics.

PUB DATE- 6 Aug 86
NOTE- 34p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Confidentiality; Conflict of Interest; Constitutional Law; *Court Litigation; Ethics; Government (Administrative Body); *Journalism
IDENTIFIERS- First Amendment; *Securities and Exchange Commission; *Winans (R Foster)

Although noting that the Securities and Exchange Commission (SEC) has been a valuable ally of journalists, this paper suggests that recent efforts of the SEC in prosecuting the case of R. Foster Winans, Jr., a former writer for the "Wall Street Journal," may be unconstitutional. Following an introduction to the First Amendment issues raised, the paper provides background information about Winans's case, in which he was charged with securities fraud for leaking financial information to his confederates prior to publication in his column. The paper next explains the misappropriaticn theory, which led to a charge of misappropriation against Winans, and discusses the belief of the SEC that journalists have an obligation under federal securities laws to disclose to readers if they are trading in the securities about which they are writing. Finally, the paper acknowledges that the SEC's actions are not the first efforts by government to apply sanctions against news outlets for what is printed or broadcast, but states that the agency's legal basis is unique. Furthermore, this last section of the paper asserts that the Supreme Court must decide whether the First Amendment bars the imposition of security law liability upon the editorial process. (DF)

ED 274 023 CS 505 399

Olaye, Imafidon M.
Decision Rule as a Determinant of Time and Verdict in Small Juries.
PUB DATE- May 86
NOTE- 40p.; Paper presented at the Annual Meeting of the Eastern Communication Association (77th, Atlantic City, NJ, April 30-May 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cognitive Processes; *Communication Research; *Court Litigation; *Decision Making; Higher Education; *Persuasive Discourse; *Time
IDENTIFIERS- *Decision Rules; *Juries

A study focused on the effect of assigned social decision rule on the process and product of mock jury deliberations. Subjects, 360 college students, were randomly assigned to six-member juries under three decision rule conditions: unanimity, five-sixths majority, and two-thirds majority. After viewing a videotape of a criminal trial, each subject completed a predeliberation questionnaire about the arguments advanced by the prosecution and defense during the trial. They then deliberated until the assigned social decision rule was reached. Following deliberation, each subject completed a postdeliberation questionnaire about the prosecution and defense arguments generated during the deliberations. Results showed significant differences in the amount of time spent in deliberation by the three assigned conditions, with the more strict decision rules requiring the greatest time in deliberation. Decision rules also affected juror verdict preferences, with the five-sixths majority juries showing preferences for less severe verdicts. The findings are consistent with the Supreme Court decision in "Burch v. Louisiana," which disallowed less than unanimous decisions in small juries. References and materials used in the study are appended. These include the pre- and post-deliberation questionnaires, pre- and post-deliberation decision forms; instructions to jurors under all three decision rules, and eight data tables. (FL)

ED 274 064 EA 018 824

Conway, James A.
Using Rites to Change the Culture of a Principal's Council.
PUB DATE- Apr 86
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrative Organization; Case Studies; *Cultural Context; *Educational Anthropology; Elementary Secondary Education; Interprofessional Relationship; *Organizational Communication; Organizational Theories; Principals
IDENTIFIERS- *Rites

Some organizational activities can be understood in anthropological terms as "rites" affecting and reinforcing the organizational culture. Six specific rites are described and a case study is reported in which a change in a school committee's culture was attempted through a change in its rites. The first three rites examined relate to the individual's role and status in the organization: the rite of passage, focusing on acceptance of new individuals; the rite of enhancement, recognizing individuals' contributions; and the rite of degradation, reducing individuals' social positions in response to infractions. The other three rites reviewed serve as social glue uniting the organization's members: rites of integration, in which social distinctions are set aside to encourage group identity; rites of conflict reduction; and rites of renewal, such as staff development workshops. Such a workshop, conducted to improve relationships within a committee formed of school principals and central office administrators, provided an opportunity to change organizational culture. The committee members made a concerted effort to trust one another enough to allow concerns and criticisms to be brought into the open. The result, illustrated in terms of changes in the committee's rites, was distinct improvement in morale and communication. (PGD)

Larsen, Vernon W.; Wright, H. Curtis
Symbolic Interaction Theory.
PUB DATE- Oct 86
NOTE- 26p.; Paper presented at the Annual Meeting of the Society of Educators and Scholars (11th, Louisville, KY, October 10-11, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Theories; *Interaction Process Analysis; Language Usage; Organizational Theories; *Personality Theories; Research Methodology; Role Theory; Self Concept; *Social Psychology; *Social Science Research; *Social Theories
IDENTIFIERS- *Symbolic Interactionism

Symbolic interactionism is a theoretical framework that derives from critical humanism through social psychology and is presented as an alternative to sociological and psychological views of social reality. This paper analyzes the general arguments of symbolic interactionism, its portrayal of people as responsible agents, and its interpretive methodology. Rather than constructing realities that are located either within individual consciousness or within sociocultural environments, symbolic interactionism interprets the process of interaction itself. The approach therefore looks to linguistic and cognitive phenomena for information about the covert self whose overt behavior is being observed. The interactionist perspective is critical of psychology, with its structuralist, kinds-of-people theories, and of sociology, with its organizational, kinds-of-situation theories. Human beings' unique biological potential for conceptual thinking, as manifested through language, facilitates social interaction, which leads to reasoning and social control, and thus to the development of society. Distinctively human behavior emerges from a rational process that is constructed by the self. The basic weakness in conventional theoretical approaches is the treatment of human behavior as the product of antecedent conditions. Participant observation and longitudinal study are held to be appropriate investigative methodologies. (CJH)

Crealock, Carol M.
A Profile Analysis of the Implementation of a Special Education Service Model by Teachers and Principals.
PUB DATE- Apr 86
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Board of Education Role; *Compliance (Legal); *Delivery Systems; *Disabilities; Elementary Secondary Education; *Gifted; Legal Responsibility; *Program Implementation
IDENTIFIERS- *Bill 82 (Ontario); Ontario

A 3-year study of the processes used to implement Bill 82 (an amendment to the Education Act that provides more effective education for special needs students in Ontario) was reported. Structured interviews were conducted yearly with 59 regular and special education teachers and 26 principals from 26 elementary and secondary schools under the jurisdiction of three school boards in Ontario. Implementation was evaluated along six dimensions of a special education service model: (1) identification and placement; (2) program planning and objectives; (3) program modification and implementation; (4) review of student placement and progress; (5) communication among relevant people (e.g., students, staff, parents, school board members); (6) evaluation of services. Major areas of improvement were reported in identification, referral, and assessment procedures, in the variety of resources and instructional strategies used, and in monitoring student progress after placement. Areas of concern focused largely on programming and evaluation. Positive changes over the 3-year period were said to be influenced by four factors: quality and experience levels of principals and teachers; the degree of school board effort to implement changes mandated by Bill 82; school size, or level (smaller, elementary schools had higher levels of implementation); and regular contact with special education students by principals and teachers. (JW)

ED 273 797 CE 044 990

Navaratnam, Kathiravelu K.

Working Together: A Prime Resource for Extension Programming at the Local Level.

PUB DATE- 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Agency Cooperation; Citizen Participation; Community Cooperation; *Community Organizations; Community Programs; *Cooperative Planning; *Cooperative Programs; *Extension Education; Institutional Cooperation; Postsecondary Education; *Program Improvement
IDENTIFIERS- *Cooperative Extension Service

The Extension organization faces a new challenge to develop and maintain partnerships at the local level, bringing together people, programs, and resources. Although the Extension Service already operates under the concept of a partnership between federal, state, and local governments, the federal partner has created a vacuum in this three-way partnership through budget cuts. If Extension is going to attempt to serve the most important needs of the current information society, then the vacuum must be filled by other civic service organizations at the local level. Although partnerships already exist between Extension and other organizations, most of them are short-term and temporary. They often become fragmented after the planning stage. The following conditions are required for development and maintenance of partnerships in Extension: (1) generate awareness of the importance of working together; (2) develop short- and long-term program partnerships; (3) agree upon goals and objectives of programs; (4) clearly define sources of contributions and responsibility; and (5) share equally in credit or blame. Extension is increasingly being asked to help in the programs of civic service organizations, and with its unique partnership with governments, Extension can undertake a wide variety of partnership efforts to help people to help themselves in attaining a higher quality of life and creating excellence in Extension. (KC)

Harvey, Dexter; Cap, Orest
Program Planning for Older Adults. Module A-1. Block A. Basic Knowledge of the Aging Process.
Manitoba Univ., Winnipeg. Faculty of Education.
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- 86
NOTE- 80p.; For related documents, see CE 045 028-037.
GRANT- 6553-2-45
AVAILABLE FROM- Faculty of Education, University of Manitoba, Winnipeg, Manitoba, Canada R3T 2N2.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Programs; Aging (Individuals); Behavioral Objectives; Case Studies; Gerontology; *Human Services; Learning Modules; *Older Adults; *Planning; *Program Development; *Service Occupations; Social Services; *Staff Development

This instructional module on program planning for older adults is one in a block of 10 modules designed to provide the human services worker who works with older adults with basic information regarding the aging process. An introduction provides an overview of the module content. A listing of general objectives follows. Four sections present informative material on each of the four objectives. Topics are the purpose of program planning, functions of program planners, three major categories of factors influencing the older adult population and implications of these factors for program planning, and the seven basic steps of program planning. Five case studies are provided that are designed to help the user understand the material in the fourth section. Other contents include a summary and listings of selected readings and additional resources. (YLB)

ED 273 868 CG 019 332

Hearings on Youth Suicide Prevention Act of 1985. Hearings before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session on H.R. 1099 and H.R. 1894 to Make Grants Available for Teenage Suicide Prevention Programs. (Washington, DC, September 10, 1985, and Yonkers, NY, October 21, 1985).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 86

NOTE- 154p.; Serial No. 99-56. Parts of document contain small or light print.

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Adolescents; Death; *Federal Legislation; *Government Role; Hearings; *Prevention; *Suicide; *Youth Problems

IDENTIFIERS- Congress 99th

This document contains the texts of two Congressional hearings examining youth suicide, youth suicide prevention, and the appropriate role of the federal government. The texts of two bills are included: H.R. 1099 which would require the Secretary of Education to establish a grant program to assist local educational agencies in operating school-based teenage suicide prevention programs; and H.R. 1894, which would establish a commission for the study of youth suicide and a program of grants for suicide prevention programs within the Department of Health and Human Services. Congressmen Ackerman and Lantos presented these bills and they discuss the problem of youth suicide. Statements by Congressmen Hawkins and DioGuardi are given. Witnesses from the first hearing include Charlotte Ross, president, Youth Suicide National Center; Debra Meckley, National Association of Social Workers; Fred Wyatt, student; and John Carswell, Child Welfare League of America. The text of the second hearing contains statements by Congressman Biaggi, Ackerman, and DioGuardi, and testimonies from: (1) Alfred DelBello, chairman, National Community of Youth Suicide Prevention; (2) Stephen J. Friedman, deputy commissioner, Westchester County Department of Community Mental Health; (3) George Cohen, American Association for Counseling Development; (4) Beth Corney, peer leader, White Plains School District; (5) Ann Kliman, Center for Preventive Psychiatry; (6) Ethel Rosally, Yonkers Board of Education; and (7) Louise Latty, New York City Board of Education. Prepared statements and other materials submitted for the record are included. (NB)

ED 273 882 CG 019 346

Hull, Jay G.; And Others
Exploring the Connections between Self, Cognition, and Behavior.
PUB DATE- Aug 86
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; College Students; *Encoding (Psychology); Higher Education; *Memory; *Recall (Psychology)
IDENTIFIERS- *Self Relevance

Much research has found that information encoded according to its self-relevance is more easily recalled than information encoded according to other formats. Two experiments were conducted to examine potential moderators of the processes involved in self-relevant memory. In the first study, the hypothesis was tested that self-relevant encoding is a joint function of: (1) the nature of the task; (2) variables that affect the cognitive availability of information about the self; and (3) the pre-existing nature of the self. The results from 48 college students involved in the study revealed that the traditional effect, namely, that processing information according to its self-relevance facilitates incidental recall, depended on the individual's level of self-consciousness and the degree to which the target information was consistent with the pre-existing experiences of the self. Experiment 2 examined the hypothesis that self-consciousness affects behavior because it is associated with an increased facility in processing information according to its self-relevance. The results from 38 college students revealed that private self-consciousness was associated with heightened affective reactions to performance feedback; individual differences in recall of self-relevant information were associated with heightened affective reactions to performance feedback; and partialling out the effects of self-relevant memory skills eliminated the effects of private self-consciousness. (Author/NB)

ED 273 911 CG 019 376

Jones, Brenda J.; Meiners, Mark R.

Nursing Home Discharges: The Results of an Incentive Reimbursement Experiment. Long-Term Care Studies Program Research Report.

National Center for Health Services Research and Health Care Technology (DHHS/PHS), Rockville, MD.

REPORT NO.- DHHS-PHS-86-3399
PUB DATE- Aug 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Incentives; *Medical Services; *Nursing Homes; *Older Adults; *Patients
IDENTIFIERS- Chronically Ill Persons; Health Care Costs; *Long Term Care; *Medicaid

With improvements in medical technology and an increase in life expectancy, there also has been a substantial increase in the number of individuals with chronic diseases. The chronically ill elderly, who absorb an ever-growing proportion of our public and private resources, are of particular concern. This study analyzes findings from a major demonstration and evaluation project which studied the consequences of using incentive payments to change admission and outcome patterns for Medicaid patients in nursing homes. Incentive payments were provided to encourage nursing homes to admit highly dependent Medicaid residents, to improve the nature of nursing home care by setting goals, and to encourage more appropriate discharges by encouraging institutions to provide case management service. The experiment was carried out in 36 proprietary, Medicaid-certified, skilled nursing homes in San Diego County, California, with a combined Medicaid inpatient census of about 3,600 residents. Homes were divided into control and treatment groups. Incentive payments offered to the treatment group were designed to achieve study objectives. Results of the discharge-incentive payments could not be clearly described in terms of success or failure. A high percentage of those with discharge plans were successfully discharged to a lower level of care. However, the facilities that participated tended to discharge to lower level of care institutional settings. The incentive payment system appeared to result in some facilities finding ways to overcome discharge barriers. (ABL)

ED 273 996 CS 505 348

Greenberg, Karen; Mark, Paula
Integrating Library Research Skills into the Basic Course Curriculum.
PUB DATE- 30 Apr 86
NOTE- 12p.; Paper presented at the Annual Meeting of the Eastern Communication Association (77th, Atlantic City, NJ, April 30-May 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; *Basic Skills; *Core Curriculum; Documentation; Higher Education; *Information Seeking; *Library Instruction; Library Services; Literacy; Research Papers (Students); *Research Skills; Skill Development; Users (Information); Writing Instruction

Because students often produce writing that incorporates few or no outside sources of information, or is incorrectly documented, library skill instruction should be a part of the basic curriculum in college. Students need this instruction most at the beginning of their higher educational career, for these skills will be necessary throughout and beyond their college education. Although many basic course textbooks offer little or no assistance to the student reader trying to do research in an academic library, many libraries have orientation programs suitable for students in basic courses. For example, students at the University of Massachusetts at Amherst are provided with practice in library usage by an instructing team that includes both faculty members and library personnel. Orientation begins with an introduction to the building and its services. Instruction includes a brief description of the Library of Congress classification scheme, and exercises using the "Readers' Guide to Periodical Literature," "Social Sciences Index," the card catalog, and encyclopedias. Students also write annotated bibliographies. This library instruction has proven valuable to many of the students, who become more confident of their ability to find and use information in the library. (SRT)

ED 274 010 CS 505 371

Applbaum, Ronald L.
Communication Apprehension and Hispanics: An Exploration of Communication Apprehension among Mexican Americans.
PUB DATE- May 86
NOTE- 30p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingualism; *Communication Apprehension; *Communication Research; Comparative Analysis; Females; Higher Education; High Schools; Hispanic Americans; Language Attitudes; Language Proficiency; Males; *Mexican Americans; Sex Differences

A study compared normative communication apprehension (CA) data on Mexican American high school and college students with CA data from other Hispanics speaking English in order to determine the extent to which the subjects' self-perceived competence in a language was related to CA in that language. Subjects were 388 Mexican American and 41 Anglo students enrolled at Pan American University (Texas), and 252 Mexican American and 31 Anglo high school juniors and seniors from a large Texas public high school. Subjects completed two versions of the Personal Report of Communication Apprehension (PRCA-24)--the first dealing with apprehension associated with speaking English, the second associated with speaking Spanish. Results indicated that (1) CA in the dominant language was lower than in the second language across communication contexts, (2) CA levels increased as the measures moved from more informal, personal contexts to the more formal, less personal contexts; (3) women experienced more CA than men across situations on both languages; (4) subjects had higher CA levels than those of other previously tested Hispanic groups; (5) CA patterns were consistent with those of previously tested bilingual samples; (6) a significant relationship exists between CA and language proficiency in both English and Spanish; and (7) CA levels for the Mexican American students were higher than those of Anglo students. (Tables of data and 72 references are included.) (Author/HTH)

ED 274 036 EA 018 789

Witt, Ted

Writing a Brochure Is as Easy as 1-2-3. A Kit for Workshop and Program Planners.

Association of California School Administrators, Burlingame. Foundation for Educational Administration.

PUB DATE- 86
NOTE- 30p.
AVAILABLE FROM- Publication Sales, Association of California School Administrators, 1575 Old Bayshore Highway, Burlingame, CA 94010 ($12.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Advertising; Conferences; Elementary Secondary Education; *Learning Modules; Marketing; *Pamphlets; *Program Development; *Worksheets; Workshops; *Writing (Composition)

This kit is intended to help program planners write the information needed for an effective brochure advertising a workshop, seminar, conference, class, or academy. The kit contains the following sections: (1) Benefit Headlines Capture Reader Attention; (2) Establish a Need Quickly; (3) Identifying the Audience; (4) Making Top Names Tops; (5) Small Sessions; (6) Biographies, Not Obituaries; (7) Testimonials Add Credibility to Your Claims; (8) Photographs Grab Attention; and (9) Oh, the Details. Within each section is an overview, three brief instructions, and examples that illustrate the kind of information needed for the brochure to be effective. Each section is based on research and proven principles for effective advertising and direct marketing. Following each 1-2-3 section is a worksheet to be used for brochure information. Worksheets are to be completed, numbered in sequence, and then sent to the conference office, designer, or printer. Blank worksheets are provided at the end of the kit. (MLF)

ED 274 051 EA 018 811

Reinhartz, Judy; Beach, Don M.
Improving Middle School Instruction: A Research-Based Self-Assessment System. Analysis and Action Series.
National Education Association, Washington, D.C.
REPORT NO.- ISBN-0-8106-1688-2

PUB DATE- 83
NOTE- 64p.; Document based on papers presented at the Meeting of the Association for Supervision and Curriculum Development (Anaheim, CA, March 1982) and the Meeting of the National Middle School Association (Kansas City, KS, November 1982).
AVAILABLE FROM- Publication Sales, NEA Professional Library, P.O. Box 509, West Haven, CT 06516 (Stock No. 1688-2-00; $6.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Elementary School Students; Elementary School Teachers; *Instructional Improvement; Middle Schools; Preadolescents; *Self Evaluation (Individuals); Student Characteristics; Teacher Effectiveness; *Teacher Evaluation; *Teacher Improvement

This booklet reviews research on the middle school environment, the characteristics of the middle school student, and the factors involved in teaching effectively at the middle school level, and then proposes a method that middle school teachers can use for analyzing their own classroom behavior and their instructional options. The booklet's first chapter explains the differences between the middle school and the more traditional junior high school. Chapter 2 focuses on the cognitive, moral, and physical development that so drastically alters the attitudes, behaviors, and needs of middle school students. Chapter 3 reviews sets of teacher variables that three major research studies have associated with effective teaching. One of these sets of process variables is examined in greater detail in chapter 4, with particular reference to middle school instruction. The fifth chapter proposes a four-step method of self-assessment for teachers, involving self-diagnosis by teachers; feedback from supervisors, students, and colleagues; the formulation of recommendations for change; and implementation of the changes. Chapter 6 follows a hypothetical teacher through the self-assessment process. Appendixes include instruments from the Self-Assessment System and other evaluation programs. A 67-item bibliography is also provided. (PGD)

ED 274 093 EA 018 857

A Blueprint for Success. Operation Rescue.

National Foundation for the Improvement of Education, Washington, D.C.

PUB DATE- 86
NOTE- 82p.; Alternate cover title: Principles for Dropout Prevention.
AVAILABLE FROM- Publication Sales, "A Blueprint for Success," National Foundation for the Improvement of Education, P.O. Box 509, West Haven, CT 06516 (Stock No. A701-00337; $3.50 plus $.75 handling; quantity discounts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cooperative Planning; *Cooperative Programs; *Dropout Prevention; *Dropout Programs; Dropouts; Elementary Secondary Education; Participative Decision Making; *Program Implementation; School Community Relationship; Student Development; *Student Improvement

A set of principles that focus on issues concerning implementation of a successful dropout prevention program is presented by a consortium of national educational organizations. The key elements of this "blueprint" consider local adaptations and effective results among various programs. The booklet discusses seven principles for dropout prevention, applies the blueprint for building a program, gives a scenario of a restructured school, presents letters from national organizations collaborating for dropout prevention, and lists local school collaborators and programs for information exchange. The seven principles for dropout prevention are the following: (1) "Believing the impossible possible" refers to the need for a clear vision about goals; (2) "Restoring a human-centered base" suggests that close and workable relationships be formed with students, parents, and community; (3) "Interactive intersections" refers to collaborative mechanisms, planning, and provision of collaborative services; (4) "The only axis" means that education should be student-centered, including personalized programs and instruction; (5) "Local traffic only" recommends that decision making should occur closest to the action--at the school building level; (6) "Empowering all to help" suggests that training should be implemented for both school and community; and (7) "Mine and ours" demonstrates that empowerment of collaborators and students results from a sense of ownership of their dropout prevention program. (CJH)

Chelius, James, Ed.
Current Issues in Workers' Compensation. Papers Presented at a Conference Sponsored by the Institute of Management and Labor Relations and the Bureau of Economic Research, Rutgers, the State University of New Jersey; the New York State School of Industrial and Labor Relations, Cornell University; and the Economics Department, University of Connecticut (New Brunswick, NJ, 1983).
Upjohn (W.E.) Inst. for Employment Research, Kalamazoo, Mich.
REPORT NO.- ISBN-0-88099-036-8
PUB DATE- 86
NOTE- 367p.
AVAILABLE FROM- W.E. Upjohn Institute for Employment Research, 300 South Westnedge Avenue, Kalamazoo, MI 49007 ($14.95 paperback; $19.95 hardcover--ISBN-0-88099-037-6).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Accidents; Administrator Attitudes; Asbestos; Comparative Analysis; Federal Legislation; Federal Programs; *Finance Reform; Hazardous Materials; *Occupational Diseases; *Occupational Safety and Health; Policy Formation; Program Costs; *Public Policy; *State Legislation; State Programs; *Workers Compensation
IDENTIFIERS- California; Connecticut; Michigan; Minnesota; New Jersey; New York; New Zealand

This volume includes the following conference papers: "The Status and Direction of Workers' Compensation" (James R. Chelius); "The Minnesota Experience with Workers' Compensation Reform" (Steve Keefe); "The 1982 Changes in California" (Alan Tebb); "Two Rounds of Workers' Compensation Reform in Michigan" (H. Allan Hunt); "The Politics of Workers' Compensation Reform" (John H. Lewis); "Discussion of Papers on Recent State Reforms" (Michael Staten); "Interstate Variations in the Employers' Costs of Workers' Compensation with Particular Reference to Connecticut, New Jersey, and New York" (John F. Furton, Jr., and Alan B. Krueger); "Workers' Compensation Insurance Rates" (C. Arthur Williams, Jr.); "The Administration of Workers' Compensation" (Monroe Berkowitz); "Nominal Costs, Nominal Prices, and Nominal Profits" (John D. Worrall); "Federal Occupational Disease Legislation" (Donald Elisburg); "Issues in Asbestos Disease Compensation" (Donald L. Spatz); "Problems in Occupational Disease Compensation" (Leslie I. Boden); "On Efforts to Reform Workers' Compensation for Occupational Diseases" (Peter S. Barth); and "Accident Compensation as a Factor Influencing Managerial Perceptions and Behavior in New Zealand" (Barbara McIntosh). (MN)

ED 273 769 CE 044 920

Jackson, Virginia; Thiel, Maria
English. Intermediate Supplemental Exercises. Courses 501-603.
Chicago City Colleges, IL. Chicago Urban Skills Inst.
PUB DATE- 83
NOTE- 114p.; For the intermediate level curriculum guide, see CE 044 919. For the English exercise book for grades 7-8, see CE 044 921.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Abbreviations; *Adjectives; *Adult Basic Education; *Adverbs; Capitalization (Alphabetic); *English; Form Classes (Languages); Learning Activities; *Nouns; Prepositions; Pronouns; *Verbs

This book of supplemental exercises is one of a series of books designed to provide educational materials in addition to the instructional texts in the Adult Learning Skills Program. Exercises in this intermediate level book are for the English subject area. Course numbers and exercise topics are: 501 (nouns and articles, plurals, and nouns, possessive forms of nouns, common and proper nouns, capitalization, abbreviations, simple subjects and predicates, physical and mental action verbs, direct objects), 502 (action and state of being verbs, verb phrases, singular and plural forms of verbs, simple subjects and predicates, compound subjects and predicates, subject/verb agreement, regular and irregular verb forms, simple tense, commonly confused verbs), 503 (personal pronouns, personal pronoun usage, correct order of pronouns, contractions with pronouns, pronouns and antecedents, pronoun/antecedent agreement), 601 (adjectives, adjectives and indefinite pronouns, forming adjectives from proper nouns, adverbs, contractions with not, double negatives, comparison of adjectives and adverbs, irregular forms of adjectives and adverbs), 602 (prepositions and prepositional phrases, objects of prepositions, subjects and predicates with introductory phrases, subject/verb agreement with intervening phrases, coordinating conjunctions, correlative conjunctions, interjections), and 603 (plurals of

nouns, regular and irregular verb forms, commonly confused verbs, pronouns and antecedents, adjectives and adverbs, double negatives, comparison of adjectives and adverbs, coordinating and correlative conjunctions, subject/verb agreement, capitalization). (YLB)

ED 273 783 CE 044 945

Supporting Science and Technology in CPVE. A Project Report.
Further Education Unit, London (England).
REPORT NO.- ISBN-0-948621-28-1
PUB DATE- Aug 86
NOTE- 56p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Demonstration Programs; Foreign Countries; *Learning Activities; Postsecondary Education; *Prevocational Education; Program Development; *Program Implementation; *Sciences; *Teaching Methods; *Technology
IDENTIFIERS- Great Britain

This report presents findings from a project to gather from pilot Certificate of Pre-Vocational Education (CPVE) programs in Great Britain examples of ways in which teachers had or were intending to approach the Science and Technology objectives. (The CPVE framework consists of 10 core areas, one of which is Science and Technology.) It is intended as an aid to teachers in the planning and delivery of CPVE. Section 1 describes the project. Section 2 provides a rationale for including Science and Technology in the core. It considers how the Science and Technology aims can be interpreted. Section 3 suggests possible strategies for covering the Science and Technology objectives. Constraints are first discussed, since the strategies that are possible depend largely on the constraints. Suggested strategies start with the situation where organizational constraints restrict the range of activities available and proceed to consideration of more open activities, such as assignments and projects. Section 4 discusses examples grouped under the classification of strategies considered in Section 3, namely, timetabled Science and Technology, within wide-coverage assignments, and within major products. Section 5 provides a checklist to assist the teacher in relating to students' needs and CPVE as a whole. (YLB)

ED 273 825 CE 045 062

Emergency Medical Services Instructor Training Program. A National Standard Curriculum. Course Guide. First Edition.

National Highway Traffic Safety Administration (DOT), Washington, D. C.

PUB DATE- 86

NOTE- 23p.; For related lesson plans and student study guide, see CE 045 063-064.

AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Adult Education; *Adult Educators; *Allied Health Occupations Education; Course Content; *Curriculum Development; *Emergency Squad Personnel; First Aid; Medical Services; Program Evaluation; Student Evaluation; Vocational Education

This course guide is designed to aid the course administrator and coordinator in understanding, developing, and implementing all phases of an Emergency Medical Services (EMS) instructor training course. An introduction provides an overview of the training program and the administrator's and coordinator's responsibilities in the organization and management of the program. The second section, The Instructional Program, covers work performance addressed by the course, student qualifications, student performance objectives, course structure, and instructional strategy. It includes a brief description of each course lesson. The third section, Course Planning Considerations, provides suggestions for scheduling course lessons, determining class size and instructor qualifications, and specifying required materials, equipment, and facilities. It includes considerations involved in estimating course costs. The final section, Program Management and Evaluation, offers suggestions for managing and evaluating student achievement in the course and program evaluation processes. Appendixes include sample course schedules, evaluation forms, and a 45-item list of selected references on instruction and learning. (YLB)

ED 273 840 CE 045 082

Lawson, Fred
Quality Control. Supervising. Technical Aspects of Supervision. The Choice Series #35. A Self Learning Opportunity.
Northern Regional Management Centre, Washington (England).
SPONS. AGENCY- Manpower Services Commission, London (England).
REPORT NO.- ISBN-0-948023-71-6
PUB DATE- 85
NOTE- 85p.; For related documents, see ED 266 310-312, ED 268 236-263, ED 270 592-593, ED 271 586-590, and CE 045 083-084.
AVAILABLE FROM- Northern Regional Management Centre, Derwent House, Washington Town Centre, Washington, Tyne & Wear, England NE38 7ST ($15.00 plus postage; 15% discount on 50, 25% on 100; includes audiotape).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Check Lists; Data Analysis; Data Collection; Distance Education; Learning Activities; *Operations Research; Postsecondary Education; *Quality Control; *Statistical Analysis; *Statistical Data; *Supervisory Methods; *Supervisory Training

This student guide is intended to assist persons employed as supervisors in improving their knowledge and skills in the area of quality control. Discussed in the first three sections are the following topics: quality and control (quality, measuring and achieving quality, controlling resources, and quality consciousness); quality control and statistics (means, ranges, graphs and histograms, and probability distributions); control data and control action (sampling procedures, mean and range control, control action, and acceptance sampling). Each of these sections contains an introduction, sections of instructional text that are interspersed with reinforcing learning activities, and a section summary. The fourth part of the guide includes a series of performance checks (an end check, a tutor check, and a work-based project). A unit review, which also includes a description of related extension courses and resources, concludes the guide. (MN)

ED 273 854 CE 045 138

Health Occupations. Education for Employment Task Lists.
Lake County Area Vocational Center, Grayslake, IL.
SPONS. AGENCY- Illinois State Board of Education, Springfield. Dept. of Adult, Vocational and Technical Education.
PUB DATE- 86
NOTE- 89p.; For other task lists, see CE 045 137-141.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; *Allied Health Occupations Education; Allied Health Personnel; *Dental Assistants; Employment Potential; Home Health Aides; Job Analysis; *Job Skills; Matrices; *Medical Assistants; *Nurses; Nurses Aides; Occupational Clusters; Occupational Information; *Physical Therapy Aides; Postsecondary Education; Practical Nursing; Program Content; Secondary Education

The duties and tasks found in these task lists form the basis of instructional content for secondary, postsecondary, and adult occupational training programs for health occupations. The health occupations are divided into five clusters. The clusters and occupations are: health occupations, nursing occupations (home health aide, geriatric aide, nurse assistant, practical nurse, professional nurse--associate degree), medical assistant, dental assistant, and physical therapist assistant. Matrices for each cluster list the duties and tasks and indicate which occupations include that duty or task. Each cluster also includes a list of employability skills that are important for all occupations. (YLB)

ED 273 897 CG 019 361

Roth, William G.
Treatment Implications Derived from Self-Efficacy Research with Children.

PUB DATE- Jun 85
NOTE- 37p.; Doctor of Psychology Research Paper, Biola University, California.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Arousal Patterns; *Attitude Change; *Children; Interpersonal Competence; Locus of Control; *Modeling (Psychology); *Performance; *Persuasive Discourse; Psychotherapy; Research Needs; Self Concept
IDENTIFIERS- *Self Efficacy

Self-efficacy, a person's perceived capacity to execute a behavior required to produce a desired oucome, can affect motivation and behavior. It appears that individuals gain self-efficacy information from performance accomplishments, vicarious experience, verbal persuasion, and emotional arousal. Effective clinical interventions must promote informational changes in these four areas. Self-efficacy research with children can provide treatment implications for child psychotherapy. Most of the self-efficacy research has focused on performance accomplishments and has shown that actual experience is a powerful intervention for strengthening the self-efficacy of children. Other research has found that: (1) a comprehensive intervention to enhance self-efficacy can be structured in a psychotherapeutic day camp setting; (2) attributing achievement to children's effort and ability increases their self-efficacy; (3) self-efficacy increases when children master social competence skills in conflict-free settings and then generalize these skills to conflicted settings; (4) the impact of vicarious experience may vary with the child's locus of control orientation; (5) modeling can have either a positive or a negative impact on self-efficacy; and (6) short-range goals stimulate children's motivation better than do long-range goals. Self-efficacy research with children needs to focus more on the impact of vicarious experience, verbal persuasion, and emotional arousal on the self-efficacy of children. Further research is needed to clarify the cognitive processes in children that produce the efficacy expectation. Five pages of references conclude the paper. (NB)

ED 273 925 CS 008 530

Jones, Beau Fly
Student Cognitive Processing of Text-Based Instruction: An Interaction of the Reader, the Text, and the Teacher.
PUB DATE- Jul 85
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (66th, Chicago, IL, March 31-April 4, 1985). The original research for this paper was conducted for the Army Research Institute.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Interaction; Knowledge Level; *Learning Processes; Models; Prior Learning; *Reader Text Relationship; Reading Comprehension; Reading Instruction; *Reading Research; *Teacher Role

Defining reading as a constructive process involving an interaction of the reader, the text, and the context, this paper offers a model of student cognitive processing that incorporates research in reading, thinking, teaching, and instructional materials. The first section of the paper provides the theoretical context for developing the model, while the second section defines the new model for reading in terms of four stages of comprehending and responding to text: before reading, during reading, after reading, and in response to questions. The third section outlines the characteristics of readers that influence their capacity to construct meaning from text and become independent learners, and the fourth section describes the characteristics of texts that may aid or hinder comprehension. The fifth section of the paper considers elements of the context that influence comprehension and learning, including the teacher, the instructional setting, and the instructional methods. Specifically, this section examines decisions of teachers and administrators that heavily influence the interaction between the teacher, the text, and the reader. The final section discusses the implications of this model for research and practice. An 8-page reference list concludes the document. (Author/FL)

ED 273 939 CS 008 556

Rauch, Margaret
Organizing Information into a Matrix: An Effective Study Strategy.

PUB DATE- Aug 86
NOTE- 22p.; Paper presented at the Annual Meeting of the Plains Regional Conference of the International Reading Association (14th, Rapid City, SD, August 6-9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; Content Area Reading; Higher Education; *Reading Comprehension; Reading Processes; *Reading Research; Recall (Psychology); *Study Skills; Teaching Methods
IDENTIFIERS- *Charting; *Text Organization

A study compared the effectiveness of charting, or organizing, information into a matrix with that of a read and study strategy. Charting was defined as a strategy in which information is organized into four categories (topic, subjects, main points, and details), thereby showing how ideas are similar and dissimilar. Students enrolled in a university reading/study skills course were randomly assigned to experimental and control groups. Experimental subjects received four hours of instruction, including a booklet and a computer program on charting. The experimental subjects then read a 676 word article, developed a chart for the ideas, studied the chart, and answered 17 multiple-choice questions. The control subjects read and studied the selection, then answered the questions. Two types of text dependent questions were used: within category questions, and across category questions. The results showed no significant differences between groups although the means of the experimental group for both question types were higher than those for the control group. There was a significant difference between question types, indicating that questions based upon ideas explicitly expressed in the texts are easier to answer than questions requiring an integration of information across text. (HTH)

McClain, Anita
I Can Teach, They Can Write! Student Teachers and Primary Children Pattern Books as Models for Creative Writing.
PUB DATE- Apr 86
NOTE- 14p.; Paper presented at the Annual Meeting of the Northwest Regional Conference of the National Council of Teachers of English (Portland, OR, April 27-29, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Childrens Literature; Comparative Analysis; Creative Activities; Creative Teaching; *Creative Thinking; *Creative Writing; Critical Thinking; Elementary Education; Methods; *Models; *Prewriting; Primary Education; Reading Aloud to Others; Story Grammar; *Student Teachers; *Teaching Methods; Writing Instruction

To encourage children's creative writing in a classroom setting, student teachers used two types of children's books as models: (1) a traditionally structured picture book in which the story maintains strong development of plot, setting, and characters as in "Peter Rabbit"; and (2) a predictable pattern book that develops a repetitive pattern as in "In a Dark Dark Wood." In both cases, the teacher read the book aloud, discussed the book with the class, and drew a chart on the board illustrating the story grammar. The undergraduates who taught both lessons self-evaluated the pattern book lesson as being more positive and effective than the lesson using a traditionally structured book. The student teachers' preference for the pattern book was the result of positive reactions from the children in terms of creativity and independence in easily writing their own pattern stories. The pattern stories written by the primary children reflected more creative and critical thinking in terms of story development than the stories they wrote in a traditional format. (Examples of the children's stories are appended.) (SRT)

ED 273 983 CS 210 057

Varnhagen, Stanley J.; Varnhagen, Connie K.

An Exploratory Study of Spelling Errors of Grade Three Students.

SPONS. AGENCY- Natural Sciences and Engineering Research Council, Ottawa (Ontario).
PUB DATE- Apr 86
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Comparative Analysis; Educational Research; *Error Analysis (Language); *Error Patterns; Foreign Countries; Grade 3; Microcomputers; Primary Education; *Spelling; Test Validity
IDENTIFIERS- Canada

Noting that while the number of errors gives a general indication of spelling ability, it may represent an oversimplification of the spelling process, a study examined the spelling ability of 40 Canadian third grade students of average ability. Subjects were divided into low and high spelling ability groups on the basis of the Edmonton (Alberta) Public Schools Spelling Achievement Test. Subjects completed achievement tests, cognitive processing tasks, and a computerized spelling test, which consisted of 30 words selected on the basis of familiarity and predictability. After hearing each word orally and used in a sentence, subjects spelled the word on the computer, then rated their familiarity with the word and perceived spelling of the word. Scores on the spelling tests were analyzed as a function of spelling ability, general cognitive processing, and more global spelling factors. Low versus high ability group analyses did not demonstrate differences in general cognitive processing. Group analyses did, however, reveal differences in patterns of correct spelling and phonetic errors as a function of word familiarity and predictability. Regression analyses also revealed that correct spelling by high ability spellers was best predicted by variables measuring use of phonetic and sequential segmentation strategies. Correct spelling by low ability spellers was best represented by memory for whole words and for letter sequences. (HTH)

ED 274 079 EA 018 842

Case, Roland; And Others
Evaluation for Development Education: An Introduction.
British Columbia Univ., Vancouver. Center for the Study of Curriculum and Instruction.
REPORT NO.- ISBN-0-88865-378-6
PUB DATE- 85
NOTE- 54p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Educational Administration; *Educational Change; *Educational Planning; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; Evaluation Problems; Foreign Countries; *Program Development; *Program Evaluation; Program Improvement
IDENTIFIERS- *Canada; *Development Education

This handbook outlines a 10-stage approach to conducting evaluations of development education programs. The introducation addresses concerns of the development education community, including the need for a defensible concept of evaluation and for evaluation guidelines for nonprofessional evaluators. Stage 1, "Identifying the Stakeholders," describes the roles of those in a development education program. Stage 2, "Determining the Stake," has three phases: solicitation of program concerns from stakeholders, sorting of concerns, and selection of concerns that will guide evaluation. Stage 3, "Spelling out the Evaluation Mandate," briefly describes the set of instructions given to the evaluator for direction. Stage 4, "Picking the Team," discusses who should conduct the evaluation. Stage 5, "Formulating the Design," outlines four aspects of each evaluation aim, which comprise the evaluation design: standards, evidence, sources, and methodology. Ten tables present data collection measures and other design methods. Stage 6, "Constructing the Instruments," offers recommendations for data-gathering measures. Stage 7, "Collecting the Data," considers the representativeness of results in relation to reporting rate and information reliability. Stage 8, "Tabulation and Interpretation," outlines methods of displaying information and drawing inferences. Stage 9, "Reporting," gives a sample outline of the formal report, and stage 10, "Utilization of Results," recommends inclusion of follow-up provisions. Fifteen references are appended. (CJH)

ED 273 954 CS 209 943

Smith, Victoria
Newspapers and Freedom of Expression: Minnesota Press Reaction to Suppression during the World War I Era: 1912-1920.
PUB DATE- Aug 86
NOTE- 48p.; Paper presented at the Annual Meeting of the Association for Education in Journalism and Mass Communication (69th, Norman, OK, August 3-6, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Editorials; *Freedom of Speech; Journalism; *News Reporting; *News Writing; *Press Opinion
IDENTIFIERS- *First Amendment; Journalism History; Minnesota; *World War I

Through a case study of Minnesota daily newspaper editorials, this paper examines the extent to which one state's newspapers championed the freedoms of speech and press during the national crisis of World War I. The historical relationship of the press and First Amendment defense is briefly reviewed. Guided by the question

"How did the Minnesota daily press react to wartime suppression?" analyses of editorials from a sample of dailies during three months in 1918, four months in 1912, and three months in 1920 provide material for interpretation. Minnesota's population and repression record are profiled and the climate of the war era is discussed. Five hypotheses and their underlying rationales generated by five general questions about support and suppression of freedom of speech asked in the research are presented and explored. Findings indicating a lack of First Amendment defense are elaborated in five points, further supported in tables and figures, while a list ranks newspapers according to support for suppression. It is concluded that (1) editorials in the nineteen dailies studied failed to uphold the speech and press rights not only of unpopular minorities but also of commercial newspapers, and (2) further research beyond the exploratory stage could both intensify and extend this study. Sixty-one footnotes and a six-page reference list are appended. (JK)

ED 274 024 CS 505 400

Kearney, Patricia; Plax, Timothy G.
Experienced Teachers' Use of Behavior Alteration Techniques on Common Student Misbehaviors.

PUB DATE- May 86
NOTE- 42p.; Paper presented at the Annual Meeting of the International Communication Association (36th, Chicago, IL, May 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Patterns; Behavior Problems; *Classroom Communication; *Communication Research; Communication Skills; *Discipline; Elementary Secondary Education; *Student Behavior;

*Teacher Behavior; Teacher Role; Teacher Student Relationship

Conducted as part of a research program examining teachers' use of compliance gaining strategies to control specific student misbehaviors, a study investigated the strategies used by experienced teachers in dealing with student misbehaviors. The purpose was to compare the findings with those of an earlier study with prospective teachers. Subjects were 541 elementary and secondary school teachers, each with two or more years of teaching experience. All subjects completed a packet of survey instruments that elicited demographic information as well as teacher use of specific behavior alteration techniques. They were then given four student misbehavior scenarios reflecting (1) common discipline problems, (2) both active and passive misbehavior types, and (3) moderate to severe misbehavior intensity. Results showed that experienced teachers used a greater frequency and diversity of behavior alteration techniques than did the prospective teachers in the earlier study. In addition, unlike the prospective teachers, experienced teachers' reports of strategy use were, in part, a function of misbehavior type, teacher gender, and grade taught. (Copies of the scenarios are appended, and references and tables are included.) (FL)

ED 274 065 EA 018 825

Creamer, Robert
Developing a District Inservice Plan: And Making It Work.
PUB DATE- 86
NOTE- 12p.; Paper presented at the Annual Meeting of the United School Administrators of Kansas (Wichita, KS, January 29-31, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Guidelines; *Inservice Teacher Education; *Program Development; *School Districts; State Boards of Education; State Programs; State School District Relationship
IDENTIFIERS- *Kansas; State Regulation

Guidelines for preparing local inservice education plans that will meet the requirements of Kansas State Board of Inservice Education regulations include nine steps for local districts to follow: (1) notify the State Department of Education that the district will submit a 5-year plan; (2) organize a professional development council of local certified personnel to advise the local board in its inservice planning efforts; (3) develop a needs identification process accommodating district, school, and individual inservice needs; (4) establish local inservice goals; (5) determine 1-year and 5-year inservice plan objectives; (6) identify relevant activities and develop an activity plan; (7) design the evaluation methods and criteria for assessing the program's progress; (8) submit the plan to the local board and then to the state board for review; and (9) maintain the plan through record keeping, plan updates, and plan amendments. The formation of individual development plans is also discussed. The Kansas State Department of Education's guidelines are detailed in this document, which also provides advice on inservice planning based on the experiences of the Kansas district that has followed the state program for the longest time. The advice focuses on the importance of support and commitment, of thorough preparation and communication, and of flexibility to the ultimate success of the plan. (PGD)

ED 274 107 EA 018 883

Lewis, James, Jr.
Achieving Excellence in Our Schools...by Taking Lessons from America's Best-Run Companies.
REPORT NO.- ISBN-0-915253-03-8
PUB DATE- 86
NOTE- 228p.
AVAILABLE FROM- Sales, J. L. Wilkerson Publishing Company, Institute for Advancing Educational Management, 731 Franklin Street, P.O. Box 948, Westbury, NY 11590 ($18.95 plus $2.00 postage and handling, prepaid; quantity discounts).
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Books (010) Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Administrator Role; *Change Strategies; Decision Making; Elementary Secondary Education; Interpersonal Communication; Interschool Communication; Models; Motivation Techniques; *Organizational Effectiveness; Parent School Relationship; Principals; Professional Autonomy; Recognition (Achievement); Student Motivation; *Student Participation; *Success; Superintendents; Teacher Motivation; *Teacher Role; Theory Practice Relationship
IDENTIFIERS- *Success Emulation

This book, based on the author's theory of "success emulation," presents 12 detailed lessons for school districts in adopting principles and practices that have worked for the best-run companies in America. Each lesson presents a step-by-step practical guide for achieving excellence in education by explaining what businesses are doing to achieve a high degree of success, describing what school districts can do to profit from observing business strategies, and outlining a variety of specific strategies that can be used by school districts to achieve excellence. The twelve chapters are: "Support School Champions"; "Adopt a Suggestion Program"; "Move from Philosophy to Culture"; "Intensify and Personalize Communications"; "Reach Decisions by Consensus"; "Become Close to Kids"; "Give New Emphasis to Training"; "Make Sure Superintendents Are Generalists"; "Hints for Achieving Excellence"; "Recognize and Reward Excellence"; "Achieve Excellence through Teams"; and "Give Teachers Autonomy and Encourage Intrapreneurship." The book cites the sources for lesson materials in an appended notes section, provides a glossary of key terms, and includes a five-page bibliography and an index. (IW)

ED 274 120 EC 190 293

Edwards, Rita
A Response to the Special Needs of Visually Handicapped Social Work Students at Adelphi University: The Leona Zaslowsky Memorial Tape Library.
Adelphi Univ., Garden City, NY. Univ. Libraries.
PUB DATE- Mar 86
NOTE- 15p.; Paper presented at the Meeting of the Council of Social Work Education (Miami, FL, March 9, 1986). Prepared in cooperation with the School of Social Work.
AVAILABLE FROM- Rita Edwards, Swirbul Library, Adelphi University, Garden City, NY 11530 (free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiotape Recordings; *Blindness; College Students; Higher Education; *Library Collection Development; *Library Collections; *Library Services; Social Workers; *Talking Books; *Visual Impairments
IDENTIFIERS- *Adelphi University NY

In response to the urgent need of visually handicapped social work students for special help with their reading assignments, the Social Work Library at Adelphi University (New York) instituted a new and unique service: the Taping Program for Visually Handicapped Social Work Students. Until that time, the options opened to the visually impaired students had been sporadic, too time consuming, or too awkward to help all the students needing assistance. There was also a need for a permanent, easily accessible tape collection of articles and books that the students needed to read for their courses. The library's program coordinator monitors reading lists for the social work students and arranges to have tapes made by student assistant readers who receive tuition remission for taping the required literature. The tape library now consists of over 500 tapes. Included in this program description are several forms used by the library to request taped materials, to instruct readers of the tapes, and to describe circulation procedures. A bibliography and other information sources are also included (CB)

ED 274 135 EC 190 609

Pickett, Anna Lou

A Training Program to Prepare Teachers to Supervise and Work More Effectively with Paraprofessional Personnel.

City Univ. of New York, N.Y. Center for Advanced Study in Education.

REPORT NO.- CASE-01-86
PUB DATE- 86
NOTE- 129p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Role; *Disabilities; *Inservice Teacher Education; Interprofessional Relationship; Management Development; *Paraprofessional School Personnel; *Staff Development; *Teacher Aides; Teacher Effectiveness; Teacher Role

This training program is intended to help administrators and staff developers prepare teachers of special needs students to work more effectively with paraprofessionals--to direct and monitor their activities, to assess their contributions to the instructional process, and to use systematic procedures to improve their skills and productivity. Parts I and II, entitled "Preparing Teachers to Be Effective Supervisors and Classroom Managers," focuses first on the role of administrators, and then on the training model (based on task analyses) and the role of the trainer. Part III consists of eight training modules on the following topics: (1) management and supervision; (2) the instructional team of teacher and paraprofessional; (3) setting goals and objectives for integrating the paraprofessional into the classroom; (4) directing and delegating; (5) interpersonal problem solving; (6) communication and team building; (7) evaluating paraprofessional performance; (8) helping teacher participants develop a personalized plan for changing and improving their management skills. Each module contains instructional objectives, a brief overview of the unit, a list of materials and equipment needed, specific pre-session procedures, and suggested teaching procedures. Lecture material, instructions for small-group activities, and material for use as handouts and transparencies are included. References and additional resources are appended. (JW)

ED 273 810 CE 045 028

Harvey, Dexter; Cap, Orest
Stereotypes of Aging. Module A-2. Block A. Basic Knowledge of the Aging Process.
Manitoba Univ., Winnipeg. Faculty of Education.
SPONS. AGENCY- Department of National Health and Welfare, Ottawa (Ontario).
PUB DATE- 86
NOTE- 34p.; For related documents, see CE 045 027-037.
GRANT- 6553-2-45
AVAILABLE FROM- Faculty of Education, University of Manitoba, Winnipeg, Manitoba, Canada R3T 2N2.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Programs; Age Discrimination; *Aging (Individuals); Behavioral Objectives; Gerontology; *Human Services; Learning Modules; *Older Adults; *Service Occupations; Social Services; *Staff Development; *Stereotypes

This instructional module on stereotypes of aging is one in a block of 10 modules designed to provide the human services worker who works with older adults with basic information regarding the aging process. An introduction provides an overview of the module content. A listing of general objectives follows. Three sections present informative material on each of the three objectives. Topics are mental pictures, relationship of mental pictures to stereotypes, and stereotypes of aging (aging, nonproductivity, disengagement, inflexibility, senility, serenity, and sexuality). Other contents include a summary and listings of selected readings and additional resources. (YLB)

ED 273 883 CG 019 347

Bierman, Karen Linn; Schwartz, Lori A.
Selecting Social Intervention Techniques for Aggressive Rejected
  Children.
SPONS. AGENCY- Grant (W.T.) Foundation, New York, N.Y.
PUB DATE- Aug 86
NOTE- 12p.; Paper presented at Annual Convention of the American
  Psychological Association (94th, Washington, DC, August 22-26,

  1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
  Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; *Behavior Modification; Children;
  Elementary Education; *Elementary School Students; Interpersonal
  Competence; Intervention; *Peer Relationship; *Rejection
  (Psychology); Skill Development; *Social Adjustment

Based upon evidence that peer rejection is a marker variable asociated with maladaptive social-emotional development and the risk of later maladjustment, psychologists have focused both on understanding the factors contributing to peer rejection and on preventive interventions designed to remediate social adjustment problems evident in grade school. During the last decade, a number of studies have tested the effectiveness of school-based social skill training programs designed to promote positive peer relationships and peer acceptance. Social skills training is a generic label for short-term structured interventions that use instructions and demonstrations, behavioral rehearsal, and performance feedback to teach children specific positive social interaction strategies. Although this technique has been used successfully for unpopular children, it may also be a beneficial treatment for rejected children who show high levels of aggressive or negative social behavior. Studies have shown that social skills training improves the behavioral characteristics of unpopular or rejected children. (ABL)

ED 273 940 CS 008 557

Chew, Charles R.
Reading to the Young Child: First Step toward Literacy.

PUB DATE- Oct 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Child Development; *Childrens Literature; *Early Reading; *Language Acquisition; *Learning Processes; Parent Participation; Prereading Experience; Preschool Education; *Reading Aloud to Others; Reading Habits; Reading Materials; Reading Readiness; Reading Teachers; Story Grammar; Story Reading

Reading to young children offers them many benefits including a sense of security which comes from physical closeness to an adult. In addition, the child perceives the format of print, begins to assimilate the basics of story construction, develops a prior knowledge base which is an essential ingredient of comprehension, and receives the message that information can be obtained from the written word. Common devices in children's literature include repetition, rhyming, story patterns, limited vocabulary, and listing. These devices support the learning processes of children and guide them toward literacy by (1) developing auditory discrimination and memory, (2) familiarizing them with literary devices that can be recognized in any text or used in any piece of writing, and (3) increasing awareness that the written word communicates for various purposes and in different forms. (SRT)

ED 273 997 CS 505 350

Broome, Benjamin J.; Keever, David B.

Facilitating Group Communication: The Interactive Management Approach.

PUB DATE- May 86
NOTE- 30p.; Paper presented at the Annual Meeting of the Eastern Communication Association (77th, Atlantic City, NJ, April 30-May 3, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Processes; Communication (Thought Transfer); *Conflict Resolution; Decision Making; Decision Making Skills; *Group Dynamics; *Interpersonal Communication; *Management Systems; Models; *Organizational Communication; *Problem Solving

Noting that a distinction can be made between the different types of problems faced by managers in today's organizations, and that managers increasingly face problems of a more complex nature, this paper suggests that an interactive management approach is best for solving complicated problems. Following an introduction that distinguishes between relatively simple problems and those that are more complex, the paper first discusses techniques for managing group processes for complex problem-solving, including the complexity of the problem, the communication among the participants in the problem-solving, and the resources available to the group. Next, the paper identifies necessary components of group facilitation for complex problem-solving, including definite control of group process; problem identification preceding generation of alternatives; and use of tested, behaviorally and technically balanced group methodologies. The paper then analyzes five variables in the interactive management process, including computer hardware, software, and peripheral equipment and a specially designed room. The paper concludes by noting that this program, built around the three components of effective problem resolution of intelligence, design, and choice, is a logical method of solving complex problems. Tables of findings are included. (DF)

ED 274 037 EA 018 793

Field, M. J.; Harrison, A. B.
"Quality Circles": A Strategy for Personal and Curriculum Development. Coombe Lodge Working Paper. Information Bank Number 1803.
Further Education Staff Coll., Blagdon (England).
PUB DATE- Mar 83
NOTE- 12p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Development; Foreign Countries; Higher Education; Motivation; Organizational Climate; *Participative Decision Making; *Problem Solving; *Quality Circles; Self Actualization; *Staff Development; *Staff Meetings; *Work Environment
IDENTIFIERS- Great Britain

Quality circles attempt to satisfy both task and personal needs through staff involvement in solving work-related problems. This paper summarizes quality circle theory, applies it to school settings, and suggests a framework for introducing the process to educational institutions. After briefly defining quality circles, the article presents two examples of such programs at a British college. Individual reasons for circle membership are then examined, F. Herzberg's motivators are listed and described, and resistance to circle membership is briefly discussed. When established voluntarily with opportunities for participants to influence outcomes, quality circles can help individuals satisfy self-actualization, recognition, and affiliation needs. To introduce quality circles, managers must make appropriate arrangements and encourage a fertile, innovative organizational climate. Open discussion is the best strategy. In less trusting environments, staff linkages for specific tasks might work. To ensure success, egalitarian rules need to be adopted that focus on ideas and products and ignore individuals' hierarchical status. The leader's sensitivity and interpersonal skills crucially impact a circle's effectiveness. The process is useful for increasing staff involvement, supporting individual performance, developing curricula, and building teams. (MLH)

DOCUMENT RESUME

ED 274 136 EC 190 610

Intervention Assistance Teams.
Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.
PUB DATE- Sep 85
NOTE- 70p.; Minimum Standards Leadership Series 1985.
AVAILABLE FROM- Ohio Department of Education, Division of Elementary and Secondary Education, 65 S. Front St., Columbus, OH 43215.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Diagnostic Teaching; Educational Trends; Elementary Secondary Education; *Individualized Instruction; Individual Needs; *Interdisciplinary Approach; Interpersonal Relationship; *Intervention; *Learning Problems; Referral; *Resource Staff; Specialists; Student Needs; *Team Training
IDENTIFIERS- *Intervention Assistance Teams

The document outlines steps in the process of developing intervention assistance teams, which are described as school-based, problem-solving groups whose purpose is to assist teachers with intervention strategies for dealing with students' learning needs and interests. Objectives include the following: (1) to enable the school district's instructional program to meet a broader range of student needs; (2) to offer structured support and assistance to teachers; (3) to help teachers vary their instructional strategies to meet individual needs; (4) to reduce the number of inappropriate referrals for multifactored evaluation. Typically implemented at the individual building level, positions represented on the team may include the principal, regular and special class teachers, guidance counselor, media specialist/librarian, school psychologist, curriculum specialist, special education supervisor, and school nurse. Sections of the document describe data collection (indicators of need) and preliminary planning to set up the teams; proposal development and approval (including team member responsibilities and operational policies and procedures); implementation (including staff development); and maintenance of effective team operation. References and sample forms are included in the appendix. (JW)

DOCUMENT RESUME

ED 274 153 FL 015 963

Joiner, Elizabeth G.
Authentic Texts in the Foreign Language Classroom: Focus on Listening and Reading. ACTFL Master Lecture Series.
Defense Language Inst., Monterey, Calif.
PUB DATE- May 84
NOTE- 24p.; Paper presented at the Defense Language Institute Foreign Language Center. (Presidio of Monterey, CA, May 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; Difficulty Level; *Instructional Materials; *Listening Comprehension; *Media Selection; *Reading Comprehension; *Second Language Instruction

There is growing evidence that the best way to prepare students to cope with authentic oral and written texts they will encounter in actual situations is to introduce such texts into the classroom as early as possible. The selection of texts appropriate for beginning students involves examination of the texts themselves and consideration of the students' linguistic and cultural preparation for confronting them, including exposure to a number of the structures and much of the vocabulary, and possession of a "script" to help them make intelligent guesses about what they do not know. In addition, the activities in which the texts will be used should be carefully planned. One way to do this is to analyze and organize activities according to the number of productive demands they make. Tasks with few production demands include multiple-choice, fill-ins, true-false, cloze, and matching and arranging sentences in sequence. Tasks with many productive demands include open-ended questions, true-false statements in which the false statement must be changed to reflect the truth, and oral and written summaries. Level I and II texts can be treated in a purely receptive way and used very early in language instruction, and the same texts can and should be used later for more demanding comprehension activities and then for production. (MSE)

DOCUMENT RESUME

ED 274 169 FL 016 008

Foley, Joseph

A Study of the Development of Language Among Pre-School Children in Singapore with Particular Reference to English.

PUB DATE- Mar 84

NOTE- 17p.; In: On TESOL '84. A Brave New World for TESOL. Selected Papers from the Annual Convention of the Teachers of English to Speakers of Other Languages (18th, Houston, Texas, March 6-11, 1984); see FL 016 005.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Bilingualism; *Curriculum Design; Educational Strategies; *English (Second Language); Foreign Countries; *Parent Background; *Preschool Children; Primary Education; Second Language Instruction; Second Language Learning

IDENTIFIERS- *Singapore

This study analyzes the development of English language use in Singapore (using the 1970 and 1980 censuses), examines the primary school English syllabus, and discusses the implications of primary school English instruction of pre-school children whose parents are English-educated. It is concluded that the increasing tendency for Singapore children to attend Mandarin- and English-medium kindergarten provides an opportunity to introduce a fluency-focused syllabus such as the Breakthrough to Literacy plan rather than a syllabus emphasizing accuracy, although a structural approach would continue to be appropriate for children whose dominant language on entering elementary school is not English. (MSE)

DOCUMENT RESUME

ED 274 184 FL 016 023

Parkhurst, Christine
Using C.A.L.L. to Teach Composition.
PUB DATE- Mar 84
NOTE- 7p.; In: On TESOL '84. A Brave New World for TESOL. Selected Papers from the Annual Convention of the Teachers of English to Speakers of Other Languages (18th, Houston, Texas, March 6-11, 1984); see FL 016 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artificial Intelligence; Cloze Procedure; *Computer Assisted Instruction; *Computer Software; Editing; *English (Second Language); Higher Education; Revision (Written Composition); Second Language Instruction; Tenses (Grammar); Writing (Composition); *Writing Exercises; *Writing Instruction
IDENTIFIERS- Proofreading; University of Massachusetts Boston

While artificial intelligence is far from producing a computer program that can understand English, there are computer applications for teaching composition that go beyond the electronic flashcard and other limited applications. A number of programs designed for use in college freshman English as a second language classes based on the artificial intelligence concept of limited domain include software for diagnostic proofreading, a modified cloze exercise correlating grammar with student ability to proofread and make decisions about grammar based on clarity of meaning, a controlled composition exercise on verb tense, composition requiring different past tense forms, and free composition emphasizing topic and commenting on content as well as grammar. These programs meet some of the criteria for an artificially intelligent tutoring system in that they (1) are not limited by the need to input a single correct answer, but respond meaningfully to a wide variety of correct and incorrect answers; (2) gain and use information from users by either asking questions or making their own analysis of input; (3) in some cases respond to input in terms of global paragraph meaning, as a human being would; and (4) can help the student evaluate his own writing in a simulated human fashion. (MSE)

DOCUMENT RESUME

ED 274 199 FL 016 082

Timm, Lenora A.
Word Order in 20th Century Breton.
PUB DATE- May 86
NOTE- 26p.; Based on a paper presented at the Kentucky Foreign Language Conference (39th, Lexington, KY, April 24-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Diachronic Linguistics; *Language Patterns; Language Research; *Language Typology; Linguistic Theory; Modern Languages; *Sentence Structure; Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- *Breton; *Word Order

Analysis of the basic and alternative word order patterns of spoken and written modern Breton confirms it as a consistent VSO (verb, subject, object) language, possessing the principal operator/operand features posited for such languages, rather than having predominantly SVO word order as some recent research has suggested. However, as most contemporary, younger speakers and writers of the language learn Breton as a second rather than first language, following acquisition of French, they will either consciously adopt the rules of the more conservative Celticist writers or follow largely francophone instincts in expressing themselves in Breton, with a rise in the frequency of SVO ordering and other potential morphosyntactic changes. (MSE)

DOCUMENT RESUME

ED 274 216 FL 016 100

Catran, Jack
How to Speak Standard American English without a Foreign Accent. Russian Edition.
REPORT NO.- ISBN-0-937399-07-8
PUB DATE- 85
NOTE- 58p.
AVAILABLE FROM- Jade Publications, Box 5567, Sherman Oaks, CA 91413 ($39.95 including cassettes; $29.95 for teachers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Consonants; Diacritical Marking; *English (Second Language); Error Patterns; Foreign Nationals; Immigrants; *North American English; *Phonology; *Pronunciation; Russian; *Second Language Learning; Vowels
IDENTIFIERS- *Accents

The transcript of and guide to a two-cassette course designed to assist Russian immigrants in erasure of their foreign accent can be used for either individual or group study. Narrative and taped demonstrations of American English that pinpoint typical phonological barriers and pronunciation difficulties are outlined. The author's own system of pronunciation symbols is used. (MSE)

DOCUMENT RESUME

ED 274 231 HE 019 656

Gray, Susan; And Others
Validation, Edits, and Application Processing Phase II and Error-Prone Model Report.
Applied Management Sciences, Inc., Silver Spring, Md.
SPONS. AGENCY- Office of Student Financial Assistance (ED), Washington, DC.
PUB DATE- 80
NOTE- 188p.
CONTRACT- 300-79-0742
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; College Students; *Disclosure; Eligibility; Error Patterns; Evaluation Criteria; Federal Programs; *Financial Aid Applicants; Grants; Higher Education; Management Information Systems; *Models; Program Administration; *Quality Control; Research Methodology; Statistical Analysis; *Student Financial Aid
IDENTIFIERS- *Basic Educational Opportunity Grant Program

The impact of quality assurance procedures on the correct award of Basic Educational Opportunity Grants (BEOGs) for 1979-1980 was assessed, and a model for detecting error-prone applications early in processing was developed. The Bureau of Student Financial Aid introduced new comments into the edit system in 1979 and expanded the pre-established criteria (PEC) used to select students for validation. Study objectives were to assess: the impact of the processing system edits on applicant behavior; the adequacy of the PEC as effective indicators of misreporting; and the impact of validation effort on the correct award of BEOGs. In analyzing the processing system edits, the focus was the frequency and type of corrections to key application items, and the ability of applicants to quickly meet the demands of the processing system and receive an eligibility determination. To determine the adequacy of PEC as indicators of misreporting, a sample of individuals selected for validation was compared with a randomly-selected sample. In assessing the impact of validation edits, a sample of validation applicants was compared with a similar sample of non-validation applicants. An error-prone model related to the validation system was also developed and compared with the existing PEC. (SW)

DOCUMENT RESUME

ED 274 245 HE 019 679

Student Financial Aid in California. The First of Two Background Papers on Student Financial Aid Issues and Options Prepared for the California Postsecondary Education Commission. Commission Report 86-15.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Jun 86

NOTE- 58p.; For the second background paper, see HE 019 680.

AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, 3rd Floor, Sacramento, CA 98514.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Fellowships; *Financial Policy; Graduate Students; Grants; Postsecondary Education; Public Policy; Scholarships; *State Aid; *State Programs; *Student Financial Aid; Student Loan Programs; Trend Analysis; Undergraduate Students

IDENTIFIERS- *California

California student financial aid policy, trends in financial aid, and specific state-funded financial aid programs in California are discussed. State policy and planning prior to 1975 and developments in state policy in 1975 and in the early and mid-1980s are considered. Trends in financial aid from 1973-1984 to 1984-1985 are addressed, including increases in loans, declines in federal aid, increases in institutional aid, increases in state aid, and revenue differences among institutions. The following state-funded programs are covered: California State Scholarships (Cal Grant A), Graduate Fellowships, the Educational Opportunity Program, California Educational Opportunity Grants (Cal Grant B), Occupational Educational and Training Grants (Cal Grant C), Bilingual Teacher Training Grants, State University Grants, Board Financial Assistance Program, and Assumption Program of Loans for Education. Also considered are issues concerning institutionally funded aid and graduate student aid. Appendices include: recommendations of the 1980 Student Financial Aid Policy Study Group, recommendations to the legislature in response to Assembly Concurrent Resolution 81, and brief descriptions of financial aid legislation proposed during the 1985-1986 session of the California Legislature. (SW)

DOCUMENT RESUME

ED 274 258 HE 019 698

Sharp, Laure M.; Weidman, John C.
Early Career Patterns of Undergraduate Majors in the Humanities. Research Report Number 1.
SPONS. AGENCY- Pittsburgh Univ., Pa. School of Education.
PUB DATE- Sep 86
NOTE- 111p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bachelors Degrees; *College Graduates; *Education Work Relationship; *Employment Experience; Graduate Surveys; Higher Education; *Humanities; Income; Job Satisfaction; Longitudinal Studies; *Majors (Students); Outcomes of Education; *Vocational Followup
IDENTIFIERS- National Longitudinal Study High School Class 1972

First jobs and career attainments soon after graduation of college graduates with baccalaureate degrees in the humanities were studied. Outcomes for humanities majors were also compared to social science, business, and education majors, as well as graduates who majored in interdisciplinary studies in the liberal arts and sciences. Data were obtained from the National Longitudinal Study of the High School Class of 1972, which involved surveys in spring 1972 and followups in the fall and winters of 1973, 1974, 1976, and 1979. Consideration was given to: family background (e.g., parents' education and occupation), students' self-concept, personal goals, academic performance in college, and the quality of the institution attended. Multivariate analysis was used to investigated three dimensions of early career attainment: type of job obtained, income, and job satisfaction. Each occupation was also assigned a Duncan Socioeconomic prestige score. Additional study variables included work activities, supervisory responsibility, and personal career goals. Separate analyses were performed across majors by sex. It is concluded that while a sizable proportion of humanities graduates have not been launched on professional careers during the early post-college years, their work experiences have not been discouraging and have differed little from their contemporaries who majored in other fields. Detailed findings are presented, along with appendices that explain

study variables and provide information on the number of bachelor's and master's degrees conferred, by major, for U.S. colleges since 1968-1969 (reported in 2-year intervals). (SW)

DOCUMENT RESUME

ED 274 272 HE 019 712

Perdue, Robert W.
Professional Development Leave: The Florida Model.
PUB DATE- 86
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Higher Education; *Librarians; *Personnel Policy;
*Professional Development; Released Time; *Sabbatical Leaves;
Scholarship; *State Universities
IDENTIFIERS- *Florida State University System; Nonacademic Personnel

The history of professional development leave for librarians in the Florida State University System was examined, and an inventory was made of all leaves taken in the state's nine universities. The state's leave policy was judged to be generous when compared to the policies of other libraries in the nation. The leaves were examined for their usefulness to other potential leave applicants, as well as their applicability to other state university libraries. Each project was classified under one of the following headings: coursework, work or study in another library/museum, publishing a bibliography, studying internal management, producing bibliographic instruction aids, publishing a book or article, translating foreign language materials, producing an internal library manual, locating and acquiring archival material, and preparing grant proposals. Additionally, an effort was made to identify needed leave projects that would benefit the libraries in the state university system. Two weaknesses were identified: lack of funds on many campuses to fund replacements for librarians on leave, and lack of sharing of information resulting from leave projects. It was concluded that Florida's professional development leave policy could serve as a model for other academic libraries. A 20-item list of references is included. (SW)

DOCUMENT RESUME

ED 274 287 HE 019 727

Facilities Inventory and Space Utilization Report, Fall 1982.
Alabama State Commission on Higher Education, Montgomery.
PUB DATE- Nov 83
NOTE- 47p.; Tables contain small type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Campus Planning; *College Buildings; Community Colleges; *Facility Utilization Research; Higher Education; Laboratories; *Land Use; *Public Colleges; School Space; *Space Utilization; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Alabama

Facilities and space utilization data for Alabama public colleges and universities are presented for fall 1982. The information was extracted from facilities inventory and space utilization data provided by the public colleges and universities of Alabama. Building inventory data describe quantities and conditions of different categories of facilities, while utilization data provide a measure of the level of the scheduled use of general classrooms and class laboratories. For each senior institution, junior college, and technical college, information is provided on: the amounts of space available, by general function, at each institution; distribution of assignable space according to usage and space per full-time equivalent student; the state of maintenance and the level of conformity to modern codes of institutional facilities; a measure of usage and suitability of available classrooms; utilization of class laboratories; and land areas of the campuses, broken down by the types of land development. It is concluded that utilization of general classroom space and class laboratory stations is lower than optimum; however, at some institutions, there is a net shortage of class laboratory space. Definitions are included. (SW)

DOCUMENT RESUME

ED 274 301 HE 019 781

Heil, Lillian
A University Faculty Member's Perspective: Lesson Learned from a Partnership Experience.
PUB DATE- Apr 86
NOTE- 9p.; Revision of a paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986) and the 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *College School Cooperation; *Cooperative Programs; Field Experience Programs; Higher Education; High Schools; *Interprofessional Relationship; *Public Schools; Secondary School Teachers; *Teacher Attitudes; Teamwork; *Trust (Psychology)
IDENTIFIERS- *Brigham Young University UT

Factors that are important to a partnership are addressed, based on cooperation between Brigham Young University (BYU) and five public school districts. Examples are derived from the work of the field experience committee, one partnership group. It is emphasized that a partnership is based on mutual respect of each other's competencies (the university's and the schools'). Mutual trust means that the university and the school districts attribute the best possible motives to each other's words and actions in the mutual effort for educational improvement. In the process of building trust, it was learned that "little details" and listening to each other are important. Without communication, fears are enlarged because of an accumulation of negative past experiences. Details that turned out to have significance to partnership building included: setting a meeting time, recording attendance and absence at meetings, and sending a reminder a day or so before the meeting. The views of university and public school teachers about the partnership were solicited. While the idea of cooperation was valued, many teachers feared change, added time demands, and elitism in choosing partner schools. Both the university and public school were afraid of being taken over by each other and dictorial administrators. (SW)

DOCUMENT RESUME

ED 274 314 IR 012 291

Fong, Elizabeth N.; And Others
Guide on Logical Database Design.
National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.
REPORT NO.- NBS/SP-500-122
PUB DATE- Feb 85
NOTE- 118p.; Part of the series, Reports on Computer Science and Technology.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Research/Technical (143)
DESCRIPTORS- *Database Management Systems; *Databases; Data Collection; Dictionaries; Flow Charts; Guidelines; *Information Systems; Information Transfer; *Models; Standards; *Systems Development

This report discusses an iterative methodology for logical database design (LDD). The methodology includes four phases: local information-flow modeling, global information-flow modeling, conceptual schema design, and external schema modeling. These phases are intended to make maximum use of available information and user expertise, including the use of a previous needs analysis, and to prepare a firm foundation for physical database design and system implementation. The methodology recommends analysis from different points of view--organization, function, and event--in order to ensure that the logical database design accurately reflects the requirements of the entire population of future users. Also recommended is computer support from a data dictionary system in order to conveniently and accurately handle the volume and complexity of design documentation and analysis. This report places the methodology in the context of the complete system life cycle, and an appendix of illustrations shows examples of how the four phases of the methodology can be implemented. (Author/DJR)

DOCUMENT RESUME

ED 274 328 IR 012 308

Bates, A. W.
Using Video in Higher Education. IET Paper on Broadcasting No. 243.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- 21 Jun 85
NOTE- 15p.; Paper presented at the Austrian "Science Fair" (4th, Vienna, Austria, June 21, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Audiovisual Aids; *Broadcast Television; Cable Television; Case Studies; *Cognitive Processes; Communications Satellites; *Educational Television; Experiments; Foreign Countries; Higher Education; Illustrations; Modeling (Psychology); Skill Development; *Teaching Methods; *Videodisks; *Videotape Cassettes

Television has unique teaching functions that are significant for university education, and new developments in technology enable television to overcome some of its previous difficulties and weaknesses. Television's presentational power gives it two unique teaching characteristics: its ability to provide learning materials otherwise unavailable to students, and its ability to enhance the learning process by providing powerful audiovisual images corresponding to certain aspects of cognitive processing. Learning materials available through television include demonstrations of experiments; explanations of concepts, principles or ideas involving movement over space and/or time; opportunities for students to make interpretations; development of skills analysis and application of knowledge to case-study material; opportunity for use of archival audiovisual materials; and demonstration of the whole context in which processes take place. Television can help students to learn new skills and use knowledge that has been acquired through courses, life experiences, or new situations. Enhancing the learning process can be done through illustration (audiovisual images symbolizing concepts or ideas that can imprint themselves in learners' memory); modeling (concrete or physical models of abstract ideas); and supplantation (explicit images as substitutes for images students cannot generate on their own). New technological developments that enhance methods of delivery include broadcasting, videocassettes, videodiscs, cable, and satellite. (DJR)

DOCUMENT RESUME

ED 274 341 IR 012 334

Majsterek, David
Application of Microcomputer-Based Laboratory Programming to On-Site Educational Research: A Proposal.
PUB DATE- 23 Oct 85
NOTE- 17p.; Paper presented at the Annual Conference of the Rocky Mountain Educational Research Association (Las Cruces, NM, October 23, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999)
Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Graphics; Computer Software; *Data Collection; *Educational Research; Handicap Identification; *Learning Disabilities; *Microcomputers; Programing; Psychological Studies; Research Methodology; *Special Education; Statistical Analysis; Visual Stimuli
IDENTIFIERS- Apple IIe; BASIC Programing Language

The proposal put forward in this presentation centers on the use of the microcomputer for the generation of educational research, both as a powerful tool for information collection and as a means for analyzing the generated data. The microcomputer-based laboratory (MBL) principles described in this paper may be used in rural classroom settings as well as in a broader range of research, e.g., city- or state-wide studies. This presentation examines the MBL programming component and its application to a specific research question in special education: the identification of a processing disorder subtype of the learning disabled (LD) student population. The suggestions contained herein are intended for potential researchers who are familiar with microcomputers. Among the advantages of subtype studies are that: (1) they are sensitive to the possibility that typical learners demonstrate cognitive processing strategies similar to those identified in non-typical learners; (2) they are less prone to errors arising from conclusions based on coincidental occurrences; and (3) they are less prone to statistical averaging difficulties encountered when comparing LD students with non-LD students. The increased availability of students resulting from moving the studies to the schools is an added advantage. Findings based on more broad-based locally-defined subgroups of LD students have promise for enhancing the understanding of the LD handicap and, as such, may lead to more effective individual educational plans. State offices of public instruction would particularly benefit from such research in justifying current LD programs to budget conscious legislatures. An Applesoft BASIC program designed to evaluate the dependent variables of performance and reaction time is included as an illustrative analysis of an MBL program. Eight references are listed. (DJR)

DOCUMENT RESUME

ED 274 356 IR 051 646

Natale, Barbara
Research Instruction in Connecticut's Academic Libraries.
PUB DATE- 1 Jul 86
NOTE- 37p.; Results discussed at College and University Section Workshop (Middletown, CT, October 28, 1986). Abbreviated version published in Connecticut Libraries; Sep 1986.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; College Credits; College Faculty; Higher Education; *Library Instruction; Library Surveys; Questionnaires; State Surveys; Teaching Methods
IDENTIFIERS- Connecticut; Course Integrated Library Instruction

A survey on bibliographic instruction was sent to all 63 academic libraries in Connecticut in the winter of 1985-86. Librarians were asked if they offered library research as a separate course, a required unit in a broader course, or integrated with instruction at the invitation of the professor. Questions were included on faculty workshops, student tours, numbers of students and subject areas involved, audiovisuals, and problems or factors in successful programs. Of the 46 libraries which responded (73%), 2 offer undergraduate courses for credit, 2 offer graduate courses for credit, 8 include a required library unit in a broader course, and 33 integrate instruction with classroom teaching. Where bibliographic instruction has been successful as a course, it is either required or individualized. When offered as a required unit in a broader course, it provides systematic, motivated learning, but sometimes presents staffing problems; when successfully integrated with the curriculum, it demands a constant and creative outreach program. This report includes a list of institutions surveyed according to type of research instruction provided, a chart summarizing the findings, the survey instrument, contact persons at each institution, and a list of subject areas most frequently covered by research instruction. (Author/KM)

DOCUMENT RESUME

ED 274 371 IR 051 662

Piotrowski, Chris; Perdue, Robert W.
Multi-Database Searching in Forensic Psychology.
PUB DATE- 86
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Bibliographic Utilities; Comparative Analysis; Databases; Indexing; *Online Searching; Online Vendors; *Relevance (Information Retrieval); *Search Strategies; *User Needs (Information)
IDENTIFIERS- DIALOG; *Forensic Psychology; Multi Database Searching

Traditional library skills have been augmented since the introduction of online computerized database services. Because of the complexity of the field, forensic psychology can benefit enormously from the application of comprehensive bibliographic search strategies. The study reported here demonstrated the bibliographic results obtained when a multi-database online research strategy was performed on the DIALINDEX system with the DIALOG service. As illustrated in two examples, the findings clearly indicate that such a search strategy produces superior results when compared to searches of single databases such as PsycINFO. The implications of the results are discussed, and the utility of multi-database searching for the specialty of forensic psychology is stressed. Results of the sample searches are included in two tables and references are provided. (Author/KM)

DOCUMENT RESUME

ED 274 385 JC 860 496

Harris, Howard L.; Hansson, Claudia J.

A Comparative Study of Students in English Preparatory Courses, Spring 1986.

Cosumnes River Coll., Sacramento, CA. Office of Research.
PUB DATE- 86
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Gains; *College English; Community Colleges; Comparative Analysis; *Developmental Studies Programs; English Curriculum; Enrollment Trends; Followup Studies; Grade Point Average; High Risk Students; Predictor Variables; Reading Achievement; *Remedial Programs; Remedial Reading; Student Characteristics; Two Year Colleges; *Two Year College Students

In fall 1985, a study was conducted at Cosumnes River College (CRC) to obtain information about the college's PREP (Personal development, Reading/writing skills, Educational goals, and Preparing for the future) program, follow-up data on students who have enrolled in remedial and non-remedial courses, and enrollment data on remedial students and PREP participants. The study sample was drawn from students who were tested by the CRC Assessment Center during spring and fall 1983, including 50 students who took no remedial English courses, 50 who took remedial English, 25 who were enrolled in developmental writing, and 25 who were enrolled in the PREP program and remedial English courses. Study findings included the following: (1) Hispanics and Blacks were over-represented in the study sample in comparison to the CRC population as a whole; (2) the mean grade point average (GPA) for the entire sample was 1.80; (3) 66% of students in the remedial group had GPA's of 2.0 or better, compared to 26% of the non-remedial group; (4) by fall 1985, 90% of the remedial group had completed 12 or more units, compared to 34% of the non-remedial group; (5) for the performance measure of units completed, the strongest predictor variables were the number of English courses, enrollment status, and remedial courses; (6) in comparison to other remedial students, PREP students had greater gains in reading but lower gains in English; (7) 60% of the PREP students had GPA's of 2.0 or higher, compared to 72% of the non-PREP students; and (8) a greater percentage of non-PREP students than PREP students moved from remedial to college-level English courses. (LAL)

DOCUMENT RESUME

ED 274 399 JC 860 521

Sworder, Steve
Determination of the Core Curriculum for the Liberal Arts Mathematics Course at Saddleback College.
PUB DATE- Oct 86
NOTE- 61p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *College Mathematics; Community Colleges; *Course Content; Course Objectives; *Liberal Arts; Mathematics Curriculum; *Mathematics Education; Questionnaires; School Surveys; *Student Attitudes; *Teacher Attitudes; Two Year Colleges
IDENTIFIERS- *Saddleback College CA

A study was conducted to assess faculty and student preferences regarding the goals and content of Saddleback College's (California) liberal arts mathematics course. Following a review of the literature, an extensive list of course goals, content areas, and prior student preparation needs was formed into a questionnaire, which was administered to 12 full-time mathematics faculty, 52 full-time liberal and fine arts faculty, 25 part-time mathematics faculty, and a sample of 93 liberal arts and fine arts students. Study findings, based on responses from 12 full-time and 23 part-time mathematics teachers, 25 liberal/fine arts faculty, and 65 students, included the following: (1) each group, except the full-time mathematics faculty, agreed that course goals should include the student's learning basic problem-solving steps that could be applied to any career field; (2) all groups felt students should complete some mathematics prior to enrolling in the liberal arts mathematics class, with all faculty groups indicating that arithmetic and beginning algebra should be part of students' prior experience; and (3) the following topics were supported by all groups for inclusion in the class: the fundamentals of mathematical reasoning and logic, functions and graphs, probability and "odds," recent developments and discoveries in mathematics, computer technology, statistics, and methods of organization using sets. The study report includes a bibliography of general references and textbooks available for the course, along with the survey instruments. (LAL)

DOCUMENT RESUME

ED 274 413 PS 015 870

Tate, Costella
Family Day Care: Implications for the Black Community.
Children's Foundation, Washington, D.C.
PUB DATE- Oct 85
NOTE- 21p.; Paper presented at the Annual Conference of the National Black Child Development Institute, Inc. (15th, Washington, DC, October 16-18, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Community; *Black Family; Child Caregivers; *Community Problems; Early Childhood Education; *Family Day Care; *Local Issues

This paper describes family day care and discusses how it is being used to meet the great need for child care in the Black community. The paper also reviews some of the concerns that affect Black caregivers and suggests some possible ways to strengthen the profession. Issues addressed include: What is family day care? Who are the caregivers? How do providers benefit the Black community? What are the Black community's needs for child care? Is there a large demand for infant and school age care? What are some of the concerns and realities that could hinder the growth of family day care in the Black community? Concerns discussed are the following: (1) providers defray a large part of the cost of child care; (2) the vast majority of providers operate underground; (3) Black providers have openings but parents have difficulties finding them; (4) providers do not offer quality child care in their homes; (5) Black family day care providers do not take advantage of the Child Care Food Program; and (6) the family day care profession is an underrated, de-valued, and isolated profession. Concluding remarks offer several recommendations for improving family day care for Blacks and others. A two-page bibliography is included. (RH)

DOCUMENT RESUME

ED 274 428 PS 016 038

Elicker, James; And Others
Spatial Cognition as Reflected in Referential Communication.
PUB DATE- 10 Sep 86
NOTE- 17p.; Paper presented at the Annual Symposium of the Jean Piaget Society (16th, Philadelphia, PA, May 29, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Elementary School Students; Grade 1; Grade 3; *Individual Development; *Preschool Children; Preschool Education; Primary Education; *Spatial Ability
IDENTIFIERS- Context Effect; Developmental Patterns; *Referential Communication

A total of 60 children, 20 preschoolers, 20 first-graders, and 20 third-graders, participated in a game involving communication of spatial information. Subjects gave verbal directions to help another person find a hidden object, in this case, a small toy hidden under one of a number of cups. Two experimental conditions were set up, the first offering a relatively rich assortment of distinctive markings that could potentially be related to the array of cups, and the other not offering such distinctive markings. Generally, findings illustrate some aspects of developmental change in children's use of spatial information and suggest that some unique task-related contextual effects exist in the communicative problem presented to subjects. Major findings revealed that (1) the use of self-reference increased with age; (2) the use of listener as a reference point increased with age, and exceeded self-reference for the two youngest groups; (3) the third-grade children used a reference system near the hiding location more than a more remote reference system, whereas first-graders showed an opposite preference; and (4) the cup array itself was used often as a reference system by all subjects, regardless of their age or the availability of other differentiated environmental cues. (RH)

DOCUMENT RESUME

ED 274 443 PS 016 063

Pieronek, Florence T.
Preschool Education in Poland.
PUB DATE- 82
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Auditory Discrimination; Educational Finance; Educational History; Educational Improvement; *Educational Objectives; Foreign Countries; *Kindergarten; *Language Acquisition; Lesson Plans; *Nursery Schools; *Preschool Curriculum; Preschool Education; Reading Instruction; Writing Instruction
IDENTIFIERS- *Poland

A brief overview of the development of Polish education since the Second World War precedes a discussion of preschool education in Poland. The education of very young children is viewed seriously in Poland and has become a socially approved part of the system of education. Discussion focuses on the structure of preschool education, financing, and the curriculum, as well as types of preschool programs, including several kinds of kindergartens and the infant schools. An example of a kindergarten lesson is provided. Children were taught the letters (k), (o), and (t) over a period of 2 or 3 days in steps involving language development/auditory discrimination, auditory-visual discrimination, making words, and reading and writing words. (RH)

DOCUMENT RESUME

ED 274 458 PS 016 082

Towards Universalization of Primary Education in Asia and the Pacific: Country Studies--Thailand.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 84

NOTE- 54p.; In: "Towards Universalization of Primary Education in Asia and the Pacific: Country Studies"; see PS 016 069.

AVAILABLE FROM- UNIPUB, 10033/F, Martin Luther King Jr. Highway, Lanham, MD 20706-4391 (Complete volume $52.50 in U.S. funds).

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Educational Administration; *Educational History; *Educational Improvement; *Educational Policy; *Elementary Education; *Equal Education; Foreign Countries; Program Descriptions

IDENTIFIERS- *Thailand

Thailand's efforts to provide universal primary education are described in this publication. Chapter One describes the system of education, focusing on the historical background, the constitutional provision for primary education, educational administration, responsible agencies, the elementary school curriculum circa 1978, teacher training, and appropriations for education. Chapter Two indicates sectors not receiving equal education and presents educational data in numerous tables. Chapter Three briefly describes new developments and programs, such as the National Literacy Campaign, improvement of learning quality in primary schools, and the National Assessment Program. (RH)

DOCUMENT RESUME

ED 274 473 RC 015 896

The McREL Rural Education Project: A Summary Report of Its History and Accomplishments.

Mid-Continent Regional Educational Lab., Aurora, CO.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- Nov 85

NOTE- 18p.; For related documents, see ED 269 217 and RC 015 898-899.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Cluster Grouping; Educational Cooperation; *Educational Improvement; Educational Quality; Education Service Centers; Elementary Secondary Education; Regional Cooperation; Regional Laboratories; Regional Planning; *Regional Programs; Research Needs; *Rural Education; Rural Schools; *School Effectiveness

IDENTIFIERS- *Mid Continent Regional Educational Laboratory CO

This report summarizes activities of the 5-year Rural Education Project of the Mid-continent Regional Educational Laboratory (McREL) and reviews the current state of rural education. Deteriorating agricultural economy and mandated school reforms were found to have exacerbated rural school problems of maintaining quality programs in situations of declining enrollment and rising costs. The Rural Education Project sought to identify unique characteristics of small rural schools and to develop the capacity of the rural education community to address issues of rural education cooperatively. The Project established clusters of rural schools linked with institutions of higher education and state education agencies to improve local schools and to create a network of agencies involved in rural educational development. Clusters provided staff and curriculum development, cooperative planning for resource sharing, instructional uses of microcomputers, and rural school involvement in economic development; in addition, participants discussed regional issues, and participated in research studies to provide information about rural education. The Project implemented and evaluated criteria for effective schools as outlined by another McREL project. The report lists useful elements of rural school improvement programs, guidelines for establishing clusters, examples of cluster activities, and nine characteristics of effective schools with corresponding results observed in two rural schools. (LFL)

DOCUMENT RESUME

ED 274 487 RC 015 930

Gass, Michael, Ed.; Buell, Larry, Ed.
The Season of Ingenuity: Ethics in Experiential Education. Proceedings of the Annual Conference of the Association for Experiential Education (14th, Moodus, Connecticut, September 25-28, 1986).
Association for Experiential Education, Boulder, CO.
PUB DATE- Sep 86
NOTE- 75p.
AVAILABLE FROM- Association for Experiential Education, Colorado University, Box 249, Boulder, CO 80309 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adventure Education; Camping; Counseling; Delinquent Rehabilitation; Disabilities; Educational Methods; *Environmental Education; *Ethics; *Experiential Learning; Family Programs; Females; *Leadership Responsibility; Outdoor Activities; *Outdoor Education; *Program Descriptions; Risk; Self Concept; Standards; Stress Management; Values; Youth
IDENTIFIERS- Santa Fe Mountain Center NM; Wilderness Education Programs

Ten papers were selected for inclusion in this proceedings based on each paper's ability to examine critical ethical issues within the field of experiential education and to challenge readers to analyze and justify the stances they support. John Miles examines user impact on wilderness areas and the responsibilities of educational uses of the wilderness. David Cockrell presents strategies for the experiential teaching of environmental ethics. Ed Raiola describes a model for communication and problem solving and shows how it can be used by outdoor leaders. Denise Mitten discusses women's attitudes towards stress and risk in relation to wilderness activities. Karla Henderson and Deborah Bialeschki highlight the benefits of women-only experiences in the outdoors. Richard Kimball summarizes the philosophy and programs of the Santa Fe Mountain Center (NM), which provides experiential therapy to troubled youth referred from corrections and psychiatric facilities. Robert Creal and Nancy Florio describe the development of the Family Wilderness Program and the ethical questions that were raised as part of the development. Homer Page and Marci Carpenter compare the compensation and transcendence perspectives on disability and argue in favor of transcendence. Other papers are "Education as if Nature Mattered: Heeding the Wilderness Within" by Michael Cohen and "Sexual Identity Crisis as a Contributing Cause of Juvenile Delinquency" by Howard Cohen. (JHZ)

DOCUMENT RESUME

ED 274 501 RC 015 950

Deaton, Brady J.; And Others
Rural Virginia Development Foundation: The Making of an Institution. Publication 302-002.
Virginia Cooperative Exension Service, Blacksburg.; Virginia State Dept. of Agriculture and Consumer Services, Richmond, Va.
PUB DATE- Mar 85
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; *Agency Role; Comparative Analysis; *Economic Development; Higher Education; Needs; Problem Solving; Program Design; *Program Development; Public Support; *Rural Development; State Legislation; *State Programs; Surveys
IDENTIFIERS- *Rural Virginia Development Foundation; Virginia

The publication describes the process which created the Rural Virginia Development Foundation and the potential contribution it holds for the agricultural sector of Virginia's economy and for the state's rural communities. Following an introduction, Part II provides background, operating assumptions, and principal justification for the Foundation; summarizes other states' experiences in dealing with economic development problems; describes features of industrial development corporations, certified (community) development corporations, state development authorities, and capital corporations; and reports results of surveys conducted in the state designated to gauge the extent of support for the proposed Foundation. Part III outlines the objectives and proposed structure of the Foundation. The final section addresses the interrelationships among university, state government, and private sector entities which are viewed as essential foundations of creative state economic policy. Appendices present the text of enabling legislation, members and terms of the Foundation's board of trustees, and the feasibility study joint resolution request. (NEC)

DOCUMENT RESUME

ED 274 515 SE 047 202

Herman, Samuel S.; Singer, Allen M.
Basic Scientists in Clinical Departments: A Fast-Growing Component of Medical School Faculties.
Institute of Medicine (NAS), Washington, D.C.
SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.
PUB DATE- 85
NOTE- 50p.; For a related document, see SE 047 201.
CONTRACT- N01-OD-4-2102
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavioral Sciences; Biomedicine; Graduate Medical Education; *Health Personnel; Higher Education; *Medical Education; Medical Research; *Medical School Faculty; *Medical Schools; Medical Services; Physicians; Professional Personnel; *Researchers; *Scientists; Trend Analysis

An examination of the changes over a ten-year period (from 1972 to 1982) in the number, distribution, and characteristics of Ph.D. faculty of clinical departments of medical schools is provided in this report. Trends in the training and research involvements of this group are stated with special emphasis on an analysis of the factors associated with the migration of basic scientists into clinical departments. Topics of this study include: (1) previous studies (identifying findings from related reports and meetings); (2) number and distribution of Ph.D. faculty in clinical departments (presenting data from FY 1972 and FY 1982); (3) a statistical profile of faculty members (including data on age, rank, salary, specialty fields, and research activity); (4) growth of basic science in clinical departments (examining the nature of investigation, expansion of clinical department, and the decline in research involvement); and (5) future outlook (projecting trends and addressing concerns). A list of 32 reference notes are provided and the seven appendices present the data in tabular form. (ML)

DOCUMENT RESUME

ED 274 529 SE 047 224

Heller, Patricia
Building Telegraphs, Telephones, and Radios for Middle School Children and Their Parents. A Course for Parents and Children.
Minnesota Univ., Minneapolis.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 82
NOTE- 239p.; For related documents, see SE 047 223, SE 047 225-228. Drawings may not reproduce well.
GRANT- 07872
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audio Equipment; Electronic Equipment; Elementary Education; *Elementary School Science; Intermediate Grades; *Parent Child Relationship; Parent Materials; Parent Participation; *Radio; *Science Activities; Science Education; *Science Instruction; Science Materials; Teaching Guides; *Telephone Communications Systems
IDENTIFIERS- Informal Education; *Parent Child Program

Designed to supplement a short course for middle school children and their parents, this manual provides sets of learning experiences about electronic communication devices. The program is intended to develop positive attitudes toward science and technology in both parents and their children and to take the mystery out of some of the electronic devices used in communication systems. The document includes information and activities to be used in conjunction with five sessions which are held at a science museum. The sessions deal with: (1) investigating circuits; (2) electromagnetism and the telegraph; (3) electromagnetic induction and the telephone; (4) crystal radio receivers; and (5) audio amplifiers. The sections of the guide which deal with each topic include an overview of the topic and descriptions of all of the activities and experiments to be done in class for that particular session. The students' and parents' manual gives directions for

doing the experiments and also includes activities to be done at home. The appendices include optional activities and information along with reproducible participant materials and overhead transparency masters. (TW)

ED 274 170 FL 016 009

Robbins, Billie

Language Proficiency Level and the Comprehension of Anaphoric Subject Pronouns by Bilingual and Monolingual Children.

PUB DATE- Mar 84
NOTE- 11p.; In: On TESOL '84. A Brave New World for TESOL. Selected Papers from the Annual Convention of the Teachers of English to Speakers of Other Languages (18th, Houston, Texas, March 6-11, 1984); see FL 016 005. Paper based in part on the author's Ph.D. Dissertation, Fordham University.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingualism; Children; Comparative Analysis; English (Second Language); *Language Acquisition; Language Proficiency; *Monolingualism; *Pronouns; *Reading Comprehension; Second Language Instruction; Spanish Speaking; *Syntax
IDENTIFIERS- *Anaphora

A study of the relationship of language proficiency level and bilingualism or monolingualism to the comprehension of anaphoric third-person subject pronouns in 9- and 10-year-old children found that bilingual children have the same difficulty with anaphora as their monolingual counterparts. In the comprehension of the pronouns tested, partial language proficiency was not a hindrance, with bilingual children having a slight advantage over their matched partial monolingual counterparts. A likely interpretation is that the high reading level possessed by both monolingual and bilingual children was one important factor in comprehension test results. Developmental factors were also found to be important here, as in previous research, and it appears that anaphora comprehension is not accelerated in bilingual children because it requires developmental readiness. (MSE)

ED 274 200 FL 016 083

Dandoulakis, George
Towards a Student-Centred Teaching of English Literature.

PUB DATE- Apr 86

NOTE- 9p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (20th, Brighton, England, April 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Advanced Courses; *Classroom Techniques; *Curriculum Design; *English (Second Language); *English Literature; Foreign Countries; *Literature Appreciation; Second Language Instruction; *Student Centered Curriculum
IDENTIFIERS- Greece

This paper considers the role of teaching English literature in an advanced English as a foreign language (EFL) course, and the importance of creating a literature syllabus that reflects the needs and the interests of the students. Classroom literature instruction has traditionally taught students to interpret literature as the teacher does, while student-centered teaching develops confidence in students, so they are able to read and discuss literature creatively and meaningfully. A student-centered approach requires students to learn technical terms, gather background information, and read the works before coming to class. The lessons on the literature are not designed as indoctrination or formal lecture, but as opportunities for sustained discussion and argument based in part on evaluative questions asked by the teacher. Students are also encouraged to express their own views and sensitivities during discussion sessions. (TR)

ED 274 217 FL 016 101

Catran, Jack
How to Speak Standard American English without a Foreign Accent. Israeli Edition.

REPORT NO.- ISBN-0-937399-06-X
PUB DATE- 85
NOTE- 65p.

AVAILABLE FROM- Jade Publications, Box 5567, Sherman Oaks, CA 91413 ($39.95 including cassettes; $29.95 for teachers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Consonants; Diacritical Marking; *English (Second Language); Error Patterns; Foreign Nationals; Hebrew; Immigrants; *North American English; *Phonology; *Pronunciation; *Second Language Learning; Uncommonly Taught Languages; Vowels
IDENTIFIERS- *Accents; Ashkenazim; Sephardic Jews

This transcript of and guide to a two-cassette course designed to assist Sephardic and Ashkenazi Israeli immigrants in erasure of their foreign accents, by either individual or group study. Narrative and taped demonstrations of American English that pinpoint typical phonological barriers and pronunciation difficulties are outlined. The author's own system of pronunciation symbols is used. (MSE)

Council for National Academic Awards Annual Report, 1984-85.
Council for National Academic Awards, London (England).
REPORT NO.- ISBN-0-902071-22-X
PUB DATE- 86
NOTE- 58p.
AVAILABLE FROM- Council for National Academic Awards, 344-354 Gray's Inn Road, London, WC1X 8BP, England.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Role; *College Programs; *College Students; *Degrees (Academic); Educational Policy; *Enrollment Trends; Foreign Countries; Higher Education; *Majors (Students)
IDENTIFIERS- *England; *Scotland

The 1984-1985 annual report of the Council for National Academic Awards in England and Scotland is presented. The Council awards degrees and other academic qualifications to students who complete approved courses of study or research in polytechnics and higher education institutions other than universities in the United Kingdom. In this capacity the Council also validates and reviews courses. The work of validating committees in the following subjects is summarized: art and design, arts and humanities, the built environment, business and management, engineering, science and technology, social sciences, and teacher education. Major policy issues considered by the Council during 1984-1985 concerned: the Report of the Lindop Committee on academic validation in public sector higher education; allowance for special agreements between the Council and institutions; the development of the Council's relationship with the National Advisory Body for Local Authority Higher Education, and the issuing of a Government Green Paper on higher education. Financial statements of the Council are included, along with 19 statistical tables on courses and student enrollments and awards during 1984-1985. (SW)

ED 274 288 HE 019 728

Degrees Conferred in Alabama Colleges and Universities between July 1, 1973-July 30, 1978.

Alabama State Commission on Higher Education, Montgomery.

PUB DATE- Jul 80
NOTE- 317p.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; Bachelors Degrees; *College Programs; *Degrees (Academic); Doctoral Degrees; Higher Education; Masters Degrees; Private Colleges; Professional Education; State Colleges; State Surveys; Trend Analysis
IDENTIFIERS- *Alabama

Data on degrees granted by Alabama colleges in universities in the 5-year period from July 1973 through June 1978 are presented, based on the Higher Education General Information Survey. A brief narrative summary includes the following highlights: a total of 127,897 degrees were awarded by Alabama's higher education institutions; public institutions accounted for 86.8% of the total, while private colleges and universities awarded 13.2%; in comparison with the public sector, privately controlled institutions awarded higher percentages of bachelor's and first professional degrees and a similar percentage of associate degrees; public institutions conferred a greater percentage of the master's degrees and awarded all doctoral degrees conferred in the state. Data are provided on: the number of degrees awarded at the associate, bachelor's, master's, doctoral, and first professional levels; percentage of degree conferrals by sector and level; the leading fields of study during the 5-year period; and trends in degree output by level. Tables are presented by year for each degree level and field of study for all institutions, public institutions, private institutions, and for specific colleges and universities. (SW)

ED 274 372 IR 051 665

Bennett, Scott; And Others
Northwestern University Library. Preservation Planning Program. Final Report.

Association of Research Libraries, Washington, D.C. Office of Management Studies.

SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Aug 86
NOTE- 59p.; For additional reports in this series, see IR 051 666-667 and ED 267 808-809.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Avenue NW, Washington, DC 20036 ($10.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Books; *Facility Planning; Financial Needs; Financial Support; Higher Education; Library Cooperation; *Library Materials; *Library Planning; *Long Range Planning; Occupational Information; Personnel Needs; *Policy; *Preservation; Repair
IDENTIFIERS- Book Restoration; *Northwestern University IL

The result of a year-long study designed to establish a 5-year plan for preserving Northwestern University Library's collections, this report draws on preliminary task force reports to make 14 specific recommendations that will enable the library to meet its preservation challenge. The recommendations are presented in four clusters which address the areas of library material, library buildings, library staff and users, and maintaining innovation and leadership. Strategies for the future are also discussed. In addition, eight attachments provide supplementary imformation. Their titles are as follows: (1) Summary of Recommendations; (2) Extent of the Need for Various Preservation Treatments; (3) Discussion Paper for a Mass Deacidification Facility; (4) Ten-Ten-Year Growth and Allocation of the One Percent Levy for Preservation; (5) Preservation Department Organization Chart; (6) Policy Statement on Preservation Selection; (7) Study Team Discussion Paper on Additional Storage Space for the Collections; and (8) Job Description for the Administrative Assistant for the Preservation Department. (KM)

ED 274 414 PS 015 872

Alvy, Kerby T.
Parenting Programs for Black Parents.
Center for the Improvement of Child Caring, Inc., Studio City, Calif.
PUB DATE- Jun 85
NOTE- 67p.; Paper presented at the Vermont Conference on the Primary Prevention of Psychopathology (Burlington, VT, June 5-8, 1985).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Attitudes; *Black Family; Black Youth; *Child Rearing; Children; Cultural Context; *Curriculum Development; Drug Abuse; Early Childhood Education; Elementary Education; Family Attitudes; Federal Aid; *Parent Attitudes; Parent Child Relationship; *Parent Education; *Program Development; Training Methods
IDENTIFIERS- *Culturally Adapted Parent Training Project

Over the last 15 years, parent education programs have emerged that teach parents what they need to know and do in order to put their children at a psychosocial advantage in society. The Culturally Adapted Parent Training Project, initiated by the Center for the Improvement of Child Caring, was developed to adapt existing programs to meet the needs of low income black families. The project began by assessing parenting textbooks in terms of appropriateness for black parenting issues. This assessment was substantiated by data from parent interviews. The first adaptation created a rationale for participation by black parents in the parenting program, including the Pyramid of Success, which identified five life goals for black children: (1) loving relationships, (2) good jobs, (3) good education, (4) helping the black community, and (5) resisting the pressure of the street. The second adaptation related skills taught to parents to help them advance their children towards life goals. The National Institute of Drug Abuse has supported these efforts by funding a 3-year research grant to test the effectiveness of the adapted program. It is hoped that these types of activities will help to raise the consciousness of black parents, empower them by providing them with skills and information on parenting, and outline the goals and commitments necessary to strengthen black families. (HOD)

ED 274 429 PS 016 040

Adams, Polly K.; Taylor, Michaell K.
Characteristics and Attitudes of Parents in Stepfamilies.
PUB DATE- 83
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Family Characteristics; *Family Life; *Family Role; *Graduate Students; Higher Education; Nuclear Family; *Parent Attitudes; Parent Child Relationship; Social Bias; *Stepfamily; Surveys
IDENTIFIERS- *Similarity of Experience

Examined were characteristics of stepfamilies and perceptions of their members. Participants were 151 married or previously married graduate students enrolled in an evening course offered by an urban, southern college. Data were collected through administration of a two-part survey. Part I focused on race, sex, marital status, and identification as a parent and/or stepparent. Five questions in Part II categorized respondents' stepfamily type. The remaining 31 questions were based on research findings dealing with attitudes, perceptions, and feelings held by stepparents. Findings disclosed several commonalities between parents in stepfamilies and parents in other family structures. Significant relationships were found between age and both parenting and stepparenting, and between parental age and marital status in both stepfamilies and all other family structures. Only 9.3 percent of participants were stepparents. In most cases, stepfamily formation was preceded by divorce, which suggests that the absent parent is living. Three variables, including time the stepfamily had been in existence, co-residence of stepsiblings, and absence of former spouse, were identified as significant determinants of successful stepfamilies. Roles of family members were unclear, making family interaction difficult. Although many similarities exist between stepfamilies and traditional families, the myth of the stepfamily continues, portraying this family form as a deviant social structure sought by none, held in esteem by few, and pitied by many. (RH)

ED 274 444 PS 016 068

Horgan, Dianne; And Others
Abstract Schemas in Children's Chess Cognition.
PUB DATE- Apr 86
NOTE- 16p.; Paper presented at the Conference on Human Development (Nashville, TN, April 3-5, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Age Differences; Children; Cognitive Ability; *Cognitive Development; Cues; Games; *Memory; *Schemata (Cognition)
IDENTIFIERS- *Chess; Context Effect

The nature and development of semantic processing in chess was investigated in a study involving younger players from 6 through 18 years of age. Efforts were directed toward establishing the assertion that skilled players' memory for chess positions depends largely upon the availability of pre-stored schema (PSS) that are both abstract and semantically organized. Subjects were players at the 1985 Tennessee Scholastic Chess Championship who had ratings of 1100 or above. In the first experiment, a total of 46 subjects participated in a midgame task and 48 participated in an endgame task. Subjects were shown target boards for 10 seconds, read accompanying context descriptions when appropriate, and reconstructed from memory as much of the display as possible. Performance was measured by number of correctly placed pieces. In a second experiment, subjects were shown midgame positions they had viewed previously and were asked to reconstruct them, looking at the displayed model as often as necessary. Taken together, data from the memory and reconstruction tasks lend strong support to the general hypothesis that abstract, semantically organized PSSs are an important component of chess cognition, and to several special cases of that hypothesis. Data also disclosed age-related qualitative differences in the cognitive mechanisms for constructing representations of briefly presented chess positions. (RH)

ED 274 459 PS 016 084

Roe, Joy M.; And Others
Interactions with Three-Month-Old Infants: A Comparison between Greek Mothers and Institutional Caregivers.
PUB DATE- Apr 86
NOTE- 24p.; Paper presented at the International Conference on Infant Studies (5th, Los Angeles, CA, April 10-13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Biological Parents; *Child Caregivers; Early Childhood Education; Foreign Countries; Infant Behavior; Infants; *Institutional Environment; *Interpersonal Relationship; *Mothers; *Parent Child Relationship
IDENTIFIERS- *Greece

This study investigated whether the interactions of biological mothers and their offspring differ from those of institutional caregivers and infants in their charge. The subjects--43 three-month full-time Greek infants (22 home-reared infants and 21 from the institution, Babies' Center Metera) were studied while interacting with their primary caregiver. In a 30-minute observation period, timed observations 10 seconds in duration were made of infant behaviors, socializer behaviors, and mutual interactions. Findings showed that biological mothers rocked and touched their infants and vocalized in a face-to-face fashion significantly more than did caregivers. In contrast, caregivers provided more vocalization without establishing eye contact. Finally, institutional infants vocalized and fussed significantly less than home infants. Findings indicated that the rearing conditions in the two environments were different, a condition which may account for the frequently reported developmental delay of infants reared in institutions. (Author/RH)

ED 274 502 RC 015 951

Woods, Mike D.; Doeksen, Gerald A.
Community Level Impact Assessment--Extension Applications.
PUB DATE- Aug 82
NOTE- 25p.; Paper presented at the Annual Meeting of the Community Development Society (Madison, WI, August 8-12, 1982).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Planning; Community Services; Computer Oriented Programs; *Computer Simulation; Computer Software; Decision Making; Economic Development; Extension Agents; Models; Outreach Programs; *Prediction; Program Descriptions; Rural Areas; *Rural Development; Rural Economics; *Rural Extension
IDENTIFIERS- Cooperative Extension Service; *Impact Evaluation Model

Using the Oklahoma State University (OSU) computerized community simulation model, extension professionals can provide local decision makers with information derived from an impact model that is dynamic, community specific, and easy to adapt to different communities. The four main sections of the OSU model are an economic account, a capital account, a demographic account, and a government account. The economic account is the driving force of the model and includes a community specific input-output model and a gravity model, which is employed to determine the service area of a community. A location quotient technique is applied to a regional or state input-output model. The community model is made dynamic through the use of equations that predict final demand over time. The capital account allows for the simulation investment and its effects on the economy. The demographic account is a typical birth, death, population projection model with migration being an equalizer to match up people with available jobs in the economic sector. The government account estimates the need for services based on community service use co-efficients. This report illustrates the model by reporting its application with the community of Holdenville, Oklahoma. (JHZ)

ED 274 516 SE 047 206

Vernier, David L.
How to Build a Better Mousetrap and 13 Other Science Projects Using the Apple II.
REPORT NO.- ISBN-0-918731-16-X
PUB DATE- 86
NOTE- 225p.
AVAILABLE FROM- Vernier Software, 2920 S.W. 89th Ave., Portland, OR 97225 ($24.95, includes sample programs disk and shipping).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; Courseware; Laboratory Equipment; Laboratory Experiments; Microcomputers; *Physical Sciences; *Science Activities; Science Education; *Science Experiments; Science Instruction; Science Projects; Secondary Education; *Secondary School Science; Technological Advancement
IDENTIFIERS- *Apple II; *Laboratory Interfacing

Science projects which can be used by high school students who have minimal experience with computers or electronics are presented in this book on laboratory interfacing. These laboratory interfacing projects include either the connecting of measuring instruments directly to a computer or using a computer to control external devices. All of the 14 projects of this book involve construction of electric circuits that connect to the Apple II plus or IIe game port. In each case, a core project is discussed and step-by-step instructions are given for its assembly and testing. Descriptions of each project include: (1) project requirements (containing electronics and programming information, lists of parts, supplies, and tools); (2) background information (examining the scientific basis of the project); (3) step-by-step instructions (specifying the methodology in building and using the project); (4) troubleshooting (offering corrective suggestions); (5) project extensions (recommending additional experiments); and (6) supplemental information (consisting of science and mathematics information and data on electronic components). A disk with sample programs is available. (ML)

ED 274 137 EC 190 611

A Resource Manual for the Development and Evaluation of Special Programs for Exceptional Students. Volume II-F: Specific Learning Disabilities.

Florida State Dept. of Education, Tallahassee. Bureau of Education for Exceptional Students.

PUB DATE- Jul 86
NOTE- 77p.
AVAILABLE FROM- FDLRS Clearinghouse/Information Center, Bureau of Education for Exceptional Students, Division of Public Schools, Florida Department of Education, Knott Building, Tallahassee, FL 32301.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Design; Educational Administration; *Educational Planning; Elementary Secondary Education; *Eligibility; Graduation Requirements; *Learning Disabilities; *Program Development; *Program Evaluation; School Districts; Special Classes; Special Education; Student Placement; Teacher Certification
IDENTIFIERS- Florida

The manual is intended to serve as a guide for local Florida school systems as they develop procedures for establishing special instructional programs for specific learning disabled (SLD) students. Section 1 outlines student eligibility procedures: (1) definition of SLD; (2) screening, referral, and student evaluation; (3) eligibility criteria and related procedures; (4) providing an individualized education program (IEP); (5) reevaluation dismissal, and transfer policies and procedures. Section 2 gives an overview of SLD instructional programs including: program organization and facilities planning; broad categories of curriculum content at the elementary, middle school, and secondary levels, with attention to pre-kindergarten programs; graduation and diploma requirements; instructional materials selection; support services and parent involvement; program evaluation. Section 3 describes teacher certification requirements and lists parent/professional organizations. Appendices include references and a list of standardized tests for evaluation of SLD. (JW)

ED 274 154 FL 015 972

Geno, Thomas H.
Common American Attitudes That Help and Hinder in Communicating in a Foreign Culture. ACTFL Master Lecture Series.
Defense Language Inst., Monterey, Calif.
PUB DATE- Jun 82
NOTE- 24p.; Paper presented at the Defense Language Institute Foreign Language Center. (Presidio of Monterey, CA, June 1982).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *Change Strategies; *Communication Problems; Cultural Influences; *Cultural Traits; Higher Education; *Intercultural Communication; North Americans; Second Language Instruction; *Social Bias

Five American cultural characteristics hinder communication in foreign cultures: feelings of Anglo-American superiority, a myopic and insular mentality due to geographic isolation, lack of international perspective, chronic anti-intellectualism, and snobism attributed to the speaking of foreign languages by those who do not. Professionals teaching foreign languages have been hindered in their goal of promoting intercultural communication by their own insularity, a narrow focus on only language students, and a narrow focus on instructional material and content. However, the profession has begun to make some progress in these areas. In addition, there are peculiarly American traits and factors that can aid in dealing with other cultures: geographic mobility, ethnic consciousness, popularization of foreign cultures, an eagerness to do good, pragmatism, the motivation of good students to enroll in college language courses, the reinstatement of foreign language requirements, which are increasingly tied to proficiency rather than an accumulation of credits, and a trend toward international education. There are ways to change the negative attitudes and capitalize on the positive ones to promote intercultural communication and foreign language learning. (MSE)

ED 274 185 FL 016 024

Mikulecky, Beatrice S.
Reading Skills Instruction in ESL.

PUB DATE- Mar 84
NOTE- 18p.; In: On TESOL '84. A Brave New World for TESOL. Selected Papers from the Annual Convention of the Teachers of English to Speakers of Other Languages (18th, Houston, Texas, March 6-11, 1984); see FL 016 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *English (Second Language); Learning Theories; Linguistic Theory; *Program Design; *Reading Comprehension; *Reading Instruction; *Reading Skills; Second Language Instruction; Skill Development

Recent advances in psycholinguistics, cognitive psychology, and information processing theory have produced several notions that have revolutionized previous conceptions of reading and what it means to understand. These notions support the idea that more emphasis should be placed on reading comprehension skills in the English as a second language (ESL) classroom. An approach to reading instruction based on teaching specific reading comprehension skills rather than passages in readers, teaching process rather than product, brings the students to conscious awareness of the processes involved in understanding what they read and provides a sense of confidence in their ability to read anything. The lessons are easy to write and can be most effective when they use real materials. The skill focus accomplishes more if presented in the context of a total ESL reading program including intensive reading, extensive reading, and practice in reading rate improvement. (MSE)

ED 274 232 HE 019 658

Basic Educational Opportunity Grant Program End-of-Year Report (1976-77 Academic Year).

Bureau of Student Financial Assistance (DHEW/OE), Washington, D.C.

PUB DATE- Feb 78
NOTE- 60p.; For related documents, see HE 019 659-663. Some tables contain small or broken print.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; College Students; *Dependents; Eligibility; Family Income; *Federal Aid; Federal Programs; *Financial Aid Applicants; *Grants; Higher Education; *Self Supporting Students; *Student Financial Aid; Trend Analysis
IDENTIFIERS- *Basic Educational Opportunity Grants

A status report for the Basic Educational Opportunity Grant Program (Basic Grant Program) for the 1976-1977 academic year is presented. Information is provided on: applicants for the 1976-1977 year; program trends for academic years 1973-1974 through 1976-1977; the number of Basic Grant recipients and nonqualifying applicants for 1976-1977 by state; national statistics on total expenditures and total students aided with average Basic Grant awards by type and level of institution and state. Statistical tables cover: total applicant population; dependent and independent applicants and their family income distribution and eligibility determinations; the distribution of qualified applicants by income level for the 1973-1974 through the 1976-1977 academic years; the number of applicants receiving veterans educational benefits; distribution by state of all applicants, dependent applicants, independent applicants, qualifying applicants, and nonqualifying applicants; and Basic Grant full-time payment schedule to be used for determining scheduled awards for academic years 1976-1977 and 1977-1978; Basic Grant disbursement schedule for three-quarter time students for academic year 1977-1978; and Basic Grant disbursement schedule for half-time students for academic year 1977-1978. (SW)

ED 274 246 HE 019 680

Purposes and Effects of Student Financial Aid. The Second of Two Background Papers on Student Financial Aid Issues and Options Prepared for the California Postsecondary Education Commission. Commission Report 86-16.
California State Postsecondary Education Commission, Sacramento.
PUB DATE- May 86
NOTE- 25p.; For the first background paper, see HE 019 679.
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, 3rd Floor, Sacramento, CA 98514.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; *Access to Education; *College Attendance; Educational Opportunities; Enrollment Influences; *Federal Aid; Higher Education; Parent Financial Contribution; Postsecondary Education; *State Aid; *Student Financial Aid
IDENTIFIERS- *California

The purposes and known effects of student financial aid programs in U.S. higher education are reviewed. The rationale for the creation of federal, state, and institutional financial aid programs is considered, including state grant and scholarship programs, independent college programs, work-study programs, special purpose programs, and private financial support. A review of literature about the impact of student aid on equal educational opportunity, which spans 4 decades, covers the effects of aid programs on: access and choice, retention and persistence, and incentives and disincentives to save for college. Initially, federal programs aimed at rewarding veterans and reducing manpower shortages. More recently, they have aimed at removing financial barriers to higher education for low income students, promoting wider choice of institutions, rewarding talented students, preserving the dual public-private system of U.S. higher education, and increasing international understanding. Research indicates that student aid contributes to greater access and choice, even though it has had little impact on the participation of low-income students. According to the literature, college attendance is a function of many factors, including parents' education and income, academic preparation and ability, and motivation and attitudes. A 40-item reference list is appended. (SW)

ED 274 259 HE 019 699

Marshall, William J. A.; And Others
Outreach at Gallaudet.
Gallaudet Coll., Washington, D.C.

PUB DATE- 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrative Policy; Advocacy; *Coordination; *Deafness; *Delivery Systems; Higher Education; Information Sources; Models; *Outreach Programs; Policy Formation; *Program Administration; *Special Education; Special Schools
IDENTIFIERS- Gallaudet College DC

Ways in which Gallaudet College has used innovative approaches in its outreach services during times of scarce resources are discussed. Gallaudet's outreach programs provide a range of services and advocacy to hearing-impaired populations, nationally and internationally. Outreach efforts are distinguished by their people-to-people focus, which also can lead to a fragmented and inefficient service delivery system. Gallaudet has established an Outreach Coordinating Council in order to build coherence and diminish fragmentation, achieve coordination among the various operating units without replacing their administrative functions, and increase the general efficiency and effectiveness of the outreach mission. The primary purpose of the Outreach Coordinating Council is to coordinate the establishment of policy in matters pertaining to the outreach roles. Outreach efforts of the college include Pre-College Programs, including a Model Secondary School for the Deaf and the College of Continuing Education. Institution-wide outreach services include the Visitor's Center, the International Center, and alumni and community relations. The composition and functions of the Outreach Coordinating Council are outlined. (SW)

ED 274 302 HE 019 782

Riccobono, John A.
Status of Instructional Technology in Higher Education. Report of Findings from the 1984-85 Higher Education Utilization Study.
Corporation for Public Broadcasting, Washington, D.C.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 86
NOTE- 319p.
CONTRACT- 300-83-0153
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Audio Equipment; Cable Television; Closed Circuit Television; *College Instruction; *Computer Assisted Instruction; Consortia; Courseware; *Educational Technology; Educational Television; Financial Support; Higher Education; Instructional Materials; National Surveys; Preservice Teacher Education; Questionnaires; Technical Assistance; *Telecourses; Use Studies
IDENTIFIERS- Higher Education Utilization Study

A report on the 1985 Higher Education Utilization Study provides estimates of the availability, use, and support of instructional telecommunications technologies (video, audio, and computers) in U.S. colleges and universities. Use patterns of these technologies in postsecondary teacher preparation programs are also reported. A census survey was conducted with 2,830 public and private two-year and four-year postsecondary institutions included in the Higher Education Directory. Availability of video and audio for instruction concentrated on whether there were various central reception/distribution facilities. Institutional support for instructional technologies was demonstrated in several ways, including consortia membership or services, faculty training programs and expert assistance provided by institutions, and financial support or incentives for use. During 1984-1985, video, audio, and computer technologies were available in some form for instructional use by faculty and students in more than 90% of the institutions. Availability of most forms of equipment, particularly of larger or more sophisticated and expensive equipment, was substantially greater among public than private institutions.

Appendices include the questionnaires, information on study design and procedures, a list of members of the Study Advisory Committee, and 126 data tables. (SW)

ED 274 315 IR 012 292

Yao, S. Bing; Hevner, Alan R.
A Guide to Performance Evaluation of Database Systems.
Software Systems Technology, College Park, MD.
SPONS. AGENCY- National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.
REPORT NO.- NBS/SP-500-118
PUB DATE- Dec 84
NOTE- 58p.; Part of the Series, Reports on Computer Science and Technology.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- *Database Management Systems; *Databases; *Evaluation Criteria; *Evaluation Methods; Indexing; Performance; Reaction Time; Research Design
IDENTIFIERS- *Benchmarking

Benchmarking is one of several alternate methods of performance evaluation, which is a key aspect in the selection of database systems. The purpose of this report is to provide a performance evaluation methodology, or benchmarking framework, to assist in the design and implementation of a wide variety of benchmark experiments. The methodology, which identifies criteria to be utilized in the design, execution, and analysis of a database system benchmark, has been applied to three different database systems representative of current minicomputer, microcomputer, and database machine architectures. This generalized methodology can apply to most database system designs. In addition to presenting a wide variety of possible considerations in the design and implementation of the benchmark, this methodology can be applied to the evaluation of either a single system with several configurations, or to the comparison of several systems. A summary of the report identifies the three principal phases of a database system benchmark--benchmark design, execution, and analysis--and notes that no generalized methodology can provide a complete list of considerations for the design of an actual experiment. Seventy references are listed. (DJR)

ED 274 329 IR 012 309

Schroeder, James E.; And Others
Videodisc Interpersonal Skills Training and Assessment (VISTA): Overview and Findings, Volume 1. Final Report.
Litton Mellonics Systems Development Div., Fort Benning, GA.
SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.
REPORT NO.- ARI-TR-703
PUB DATE- Jan 86
NOTE- 63p.
CONTRACT- MDA-903-80-C-0545
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; Cost Effectiveness; Editing; Input Output Devices; *Interpersonal Competence; *Leadership; Military Training; Research and Development; Task Analysis; *Videodisks
IDENTIFIERS- Army

The Videodisc Interpersonal Skills Training and Assessment (VISTA) project was conceived as a means to use computer-assisted leadership training to reduce high personnel costs associated with assessment center training and simulation. Originated by the Army Research Institute's Ft. Benning Field Unit, the research effort included topic analysis, hardware selection, software development, scenario writing, studio production, editing, and videodisc mastering. Final evaluation of the videodiscs included the administration of two tests, one designed to measure the acquisition of leadership skills, and the other a subjective preference test designed to measure user acceptance. Nine highly interactive videodisc training scenarios covering 20 leadership problems were produced. The evaluation of the scenarios indicated that the videodisc method resulted in significantly greater learning of leadership principles, with the majority of students indicating that a combination of videodisc and role playing would be optimal for leadership training. (Author/DJR)

ED 274 342 IR 051 621

Obi, Dorothy Schmidt
The Role of Library Associations in the Continuing Education of School Librarians.
PUB DATE- Mar 85
NOTE- 25p.; Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Developing Nations; *Librarians; *Library Associations; Library Facilities; Library Materials; *Professional Continuing Education; *School Libraries
IDENTIFIERS- *Nigeria; *Teacher Librarians

Continuing education, as well as initial professional training, is essential for the continuity and growth of school librarianship in Nigeria. Short summer courses often make it possible to improve and update the skills of teacher/librarians without interfering with their school-year duties. For 20 years the Eastern Nigeria (now Anambra State) Schools Library Association has maintained library consciousness among governmental and school authorities and has been instrumental in offering refresher courses for teacher/librarians. The objectives of their refresher courses are (1) to improve the skills of participants in organizing and operating the school library, and (2) to improve the ability of the teacher/librarians to encourage effective use of the school library in the teaching and learning process. The courses include both theoretical and hands-on components, and encourage the exchange of ideas and experiences among participants. Increasing numbers of teacher/librarians have participated in the refresher courses, and an annual "Memorandum to Government" developed from the discussion groups has helped to influence government policies relating to

school libraries. References are provided in 18 notes, and information about primary and post-primary school libraries is provided in Appendix 1--Onitsha School Libraries Record for 1979-80 and Appendix 2--Sample Survey of Post-Primary School Libraries in Enugu. (KM)

Lynch, Beverly P., Ed.
Standards for University Libraries = Normes pour les bibliotheques universitaires = Richtwerte fur Universitatsbibliotheken = Normas de bibliotecas universitarias. IFLA Professional Reports No. 10.
International Federation of Library Associations, The Hague (Netherlands).
REPORT NO.- ISBN-90-70916-13-4
PUB DATE- 86
NOTE- 35p.; Translated into French by Jacqueline Rey; into German by Gunter Gattermann; and into Spanish by Adolfo Rodriguez.
LANGUAGE- English; French; German; Spanish
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Academic Libraries; *Global Approach; Higher Education; Library Administration; Library Collection Development; Library Cooperation; Library Expenditures; Library Facilities; Library Personnel; Library Services; *Library Standards
IDENTIFIERS- International Federation of Library Associations

This statement prepared by the International Federation of Library Associations' Section of University Libraries and Other General Research Libraries presents standards of general principles designed to accomplish the following: (1) provide a means by which the quality of the library serving a university can be assessed; (2) offer guidance for improvements in the library; and (3) suggest a framework within which various countries or regions could develop their own statements of standards. Standards are established for the following aspects of university libraries: (1) purpose, (2) organization and administration, (3) services, (4) collections, (5) staff, (6) facilities, (7) budget and finance, (8) technology, (9) preservation and conservation, and (10) cooperation. (KM)

Harris, Howard L.; Hansson, Claudia J.

Assessment Testing: Analysis and Predictions, Spring-Fall 1985.

Cosumnes River Coll., Sacramento, CA. Office of Research.
PUB DATE- Jul 86
NOTE- 35p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Academic Persistence; Age; Community Colleges; Educational Testing; Minority Groups; Predictive Validity; *Predictor Variables; *Screening Tests; *Student Characteristics; Student Placement; Two Year Colleges; Two Year College Students

During spring and fall 1985, a study was conducted at Cosumnes River College (CRC) to determine how assessment testing scores related to student persistence and performance. The student history files of a random sample of 498 students who had been tested by the CRC Assessment Center during spring and fall 1985 were examined, yielding the following results: (1) females scored significantly higher in the test areas of spelling and grammar conventions; (2) whites tested higher than any other ethnic group in every area except spelling; (3) blacks had consistently low scores on all sections of the English test; (4) reading comprehension scores and reference skills decreased with age; (5) differences between day and evening students were quite small; (6) students with transfer goals scored substantially higher in all areas of testing than nontransfer students; (7) results for older, longer removed from high school students indicated some deterioration in English skills, suggesting the need for re-entry support services and tutorial and remedial programs; and (8) English skills appeared to be critical to the successful completion of college-level course work. (LAL)

ED 274 400 JC 860 522

Roderer, Lawrence C.; Lacy, Richard
Chronicles of the Sea: The History and Literature of Man's Voyages.
PUB DATE- Oct 85
NOTE- 21p.; Paper presented at a Meeting of the Southern Division of the Community College Humanities Association (Winston-Salem, NC, October 24-26, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Class Activities; Community Colleges; *Course Content; Course Descriptions; Course Evaluation; Course Objectives; *English Instruction; Field Trips; *Interdisciplinary Approach; Oceanography; Seafarers; *Social Sciences; Teaching Methods; Team Teaching; *Thematic Approach; Two Year Colleges
IDENTIFIERS- J Sargeant Reynolds Community College VA

In spring 1984, an interdisciplinary course on the history and literature of man's voyages and relationship with the sea was introduced at J. Sargeant Reynolds Community College (JSRCC). The course was team taught from the perspectives of the social sciences and English departments, incorporating fiction and non-fiction sources related to seafaring, exploration, discovery, colonization, fishing, whaling, mining the sea, and other topics concerned with human experience with the ocean. Readings included works by writers such as Kipling, Melville, and Conrad, as well as writings of historians, sociologists, scientists, and philosophers. As much as possible, the course utilized student-centered learning activities such as the writing of weekly personal accounts based on the readings; small group work; mock tryouts for parts in one of Eugene O'Neill's early sea plays; and field trips to the National Aquarium, a warship, an isolated barrier island, and a topsail schooner. Students at JSRCC and instructors from other institutions have responded favorably to the course. Attachments include an article on the course published in the JSRCC alumni magazine, samples of student comments on the form and content of the course, a sample final exam essay, and an outline of course units. (LAL)

ED 274 474 RC 015 898

Summary of Case Studies of Exemplary Shared Programs. Rural Education Component, Activity 1.2: Rural Clusters Study.

Mid-Continent Regional Educational Lab., Aurora, CO.

SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 31 Dec 85
NOTE- 40p.; For related documents, see ED 269 217, RC 015 896, and RC 015 899.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Cluster Grouping; *Cooperative Programs; Curriculum Development; *Educational Cooperation; *Educational Improvement; Elementary Secondary Education; Microcomputers; Regional Laboratories; Rural Education; *Rural Schools; *Shared Resources and Services; Small Schools; Vocational Education; Work Experience Programs
IDENTIFIERS- *Mid Continent Regional Educational Laboratory CO; Missouri; Nebraska; South Dakota

Four case studies conducted by the Mid-continent Regional Educational Laboratory (McREL) Rural Education Project examined four clusters of rural schools and their efforts to improve schooling by collaborating and sharing resources. The Mid-Missouri Small School Consortium involved five rural school districts in efforts to incorporate microcomputers into school operations and curriculum and was distinctive in its use of the consortium concept to provide teacher in-service training. Contract Vocational Education: The Missouri Model evolved from a study of dropouts in three south central Missouri counties into a community-business-school cooperative program to provide rural students with vocational skills needed in their communities. The South Dakota Small Schools Cluster involved six small school systems, McREL, and South Dakota State University in an effort to assist small schools in maintaining quality education at affordable prices when consolidation was not viable. Project Innovative Curriculum brought together four schools in south central Nebraska to concentrate on cooperative curriculum development, increase exchange of ideas among teachers, and encourage resource sharing. Each case study provides descriptions of schools and communities, problems which prompted the cluster's formation, cluster development and activities, program evaluation, conclusions about successful clusters and suggestions for implementation of the cluster approach. (LFL)

ED 274 488 RC 015 931

Jackson, Ronald B.
A Study of Y.W.C.A. Services Performed for Pregnant and Parenting High School Students of El Paso from 1982 to 1985.
SchoolCraft Consultants, El Paso, TX.
SPONS. AGENCY- Texas State Dept. of Human Resources, Austin.
PUB DATE- 15 Jul 86
NOTE- 111p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Agency Cooperation; Anglo Americans; Birth Rate; *Child Abuse; Coordination; Early Parenthood; Educational Cooperation; *Educational Policy; Guidance Centers; High Schools; High School Students; Mexican Americans; Outreach Programs; Parenthood Education; *Pregnant Students; Private Agencies; Program Effectiveness; *Program Improvement; Socioeconomic Influences; *Student Needs; Student Rights; Unwed Mothers; Urban Demography; Youth Problems
IDENTIFIERS- *Texas (El Paso); *Young Womens Christian Association

Questionnaires and interviews were used to study the effectiveness of programs provided for pregnant and parenting students by the Young Women's Christian Association (YWCA) of El Paso, Texas. The study focused on the School-Age Parent Center (SPC), established in 1974 by the El Paso Independent School District, and the YWCA programs and services offered there. Data on school-related variables were obtained for the 731 girls enrolled in grades 9 to 12 in the SPC programs from 1979 to 1985. The girls were primarily Spanish, Anglo, Black, and American Indian. Based on data analysis, eight recommendations were made for program improvement: (1) data gathering must be continued; (2) more girls must be served; (3) the SPC should become a diploma granting high school; (4) SPC's principal should coordinate all services for pregnant girls in the El Paso Public Schools; (5) a comprehensive program of education, medical care, and support should be provided; (6) support should begin as soon as pregnancy is recognized and continue until at least 1 year after completing high school; (7) the counseling program should be strengthened; and (8) the local Department of Human Services should make greater use of data available on cases of reported child abuse. (JHZ)

ED 274 530 SE 047 225

Boe, Thomas; And Others

Microcomputers: A Course for Parents and Children. For Use with Personal Computers. No. 657.

Minnesota Educational Computing Consortium, St. Paul.; Minnesota Univ., Minneapolis.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 1 Sep 83
NOTE- 85p.; For related documents, see SE 047 223-224 and SE 047 226-228.
GRANT- DISE-07872
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Literacy; Courseware; Elementary Education; *Elementary School Science; Instructional Materials; Intermediate Grades; *Microcomputers; *Parent Child Relationship; Parent Materials; Parent Participation; *Science Activities; Science Education; *Science Instruction; Science Materials; Teaching Guides
IDENTIFIERS- Informal Education; *Parent Child Program

This booklet is designed to supplement a short course on microcomputers for parents and their middle school children. The course activities are designed to increase the computer literacy of the participants and also to provide an opportunity for parents and children to spend time with each other. The course is intended to take place during a five-week period, with one session taught each week, preferably on Saturday mornings. Using a predict-and-discover approach, the sessions start with simple BASIC commands and move into such programming concepts as input, output, looping, and branching. Instruction is also provided on computer uses, peripherals, and software. The materials in the document include objectives, materials lists, and a description of the teaching activities for each of the five sessions. Also included are reproducible handout sheets which are to be used during the sessions. The appendices contain: (1) a final test (with the answer key); (2) a graduation certificate; (3) a glossary of microcomputer terms; (4) reference sheets for Apple and Atari computers; and (5) a list of services offered through the Minnesota Educational Computing Consortium. (TW)

ED 274 171 FL 016 010

Hansen, Lynne
The ESL Noise Test: Cultural Differences in Affect and Performance.

PUB DATE- Mar 84
NOTE- 8p.; In: On TESOL '84. A Brave New World for TESOL. Selected Papers from the Annual Convention of the Teachers of English to Speakers of Other Languages (18th, Houston, Texas, March 6-11, 1984); see FL 016 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiolingual Skills; *Cultural Differences; *English (Second Language); Foreign Countries; Language Proficiency; *Language Tests; *Listening Comprehension; *Noise (Sound); Rural Urban Differences; Second Language Instruction; Stress Variables; *Test Anxiety

This study investigates cultural differences in second language aural comprehension levels among Asians under the constraints of background noise. It is determined that noise is an important component of language proficiency, for it is found where most interactions take place. Students from Hong Kong, Seoul (Korea), Tokyo (Japan), and the South Pacific Islands participated in two noise tests--noise dictation and the Embedded Conversations Test--as well as written exams. Significant differences were found among the groups, and in comparison with other ESL tests, the noise tests were the most anxiety-producing for each group. However, the results contradict the hypothesis that urban Asians have an advantage over South Pacific islanders on language tests presented with background noise. The island students, from cultures characterized by strong oral traditions, tended to score higher on tests involving listening and speaking than on written tests, while the Hong Kong and Korean students scored higher on the written components. The findings suggest that for ESL program placement, the use of scores from a single test as assessment of overall English language ability could put some students at a disadvantage. (MSE/TR)

ED 274 201 FL 016 085

Meloni, Christine, Ed.; Haack, Ellen, Ed.
WATESOL Working Papers, No. 3.
Washington Area Teachers of English to Speakers of Other Languages.
PUB DATE- 86
NOTE- 62p.; For individual papers, see FL 016 086-091.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Age Differences; *Classroom Techniques; Cloze Procedure; *English (Second Language); Pragmatics; Reading Comprehension; Reading Research; Research Methodology; Research Papers (Students); Role Playing; Second Language Instruction; *Second Language

Learning; Writing Instruction

This document contains six papers relating to the teaching of English as a foreign language. The titles and authors are as follows: "The Fail-Safe Micro Research Paper" (Mary Anne Saunders); "Is Role Playing an Effective EFL Teaching Technique?" (Frances L. Smith); "Research on the Cloze Procedure of Reading Comprehension and Its Use in the EFL Classroom" (Wen-hui Li); "Reading in English as a Foreign Language: Some Recent Research" (Paula Kalaja); "Teaching to Enhance Acquisition of Pragmatic Competence" (Karen L. Marcum); and "Child vs. Adult in Second Language Acquisition: Some Reflections" (Rahela Banu). (MSE)

ED 274 218 FL 016 102

Schleppegrell, Mary; Bowman, Brenda
ESP: Teaching English for Specific Purposes.
Center for Applied Linguistics, Washington, D.C.
SPONS. AGENCY- Peace Corps, Washington, D.C.
PUB DATE- Aug 86
NOTE- 123p.
CONTRACT- 205-2723
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Administrator Guides; Class Activities; Classroom Techniques; Content Area Reading; Content Area Writing; Curriculum Guides; Educational Needs; *English (Second Language); *English for Special Purposes; *English Instruction; Foreign Countries; Grammar; Information Sources; Instructional Materials; Language Skills; Media Selection; Needs Assessment; *Program Design; *Program Development; Student Role; Study Skills; Teacher Role
IDENTIFIERS- Peace Corps

This manual is a guide to the development of an instructional program in English for Specific Purposes (ESP). Step-by-step procedures for assessing student needs, setting achievable goals, designing a program, and selecting appropriate materials and activities for the classroom are outlined. The four language skills (listening, reading, speaking, and writing) are described and suggestions for teaching these skills and grammar and study skills are provided. General guidelines for program and classroom management are also presented. A special section addresses the needs of students who are preparing to study abroad, and a resource section reviews materials available to Peace Corps ESP teachers and gives directions for ordering them from the Peace Corps Information Collection and Exchange. The manual is not an exhaustive review of techniques and approaches to teaching English as a second language (ESL), but focuses on the ways in which an ESL program should be structured for the teaching of ESP. (Author/MSE)

ED 274 445 PS 016 069

Towards Universalization of Primary Education in Asia and the Pacific: Country Studies.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 84
NOTE- 874p.; For individual papers, see PS 016 070-082.
AVAILABLE FROM- UNIPUB, 10033/F, Martin Luther King Jr. Highway,

Lanham, MD 20706-4391 (Complete volume $52.50 in U.S. funds).
LANGUAGE- English
EDRS Price - MF06 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Objectives; *Educational Planning; *Educational Policy; *Elementary Education; *Equal Education; Foreign Countries; *National Programs; Program Descriptions
IDENTIFIERS- Bangladesh; China; India; Indonesia; Korea; Nepal; Pakistan; Papua New Guinea; Philippines; Sri Lanka; Thailand; Vietnam

National studies of the progress being made toward the universalization of primary education in 12 Asian countries are reported in this collection. Begun in 1983, the studies were conducted to analyze the stage reached by the participating countries and the problems encountered by them in providing educational opportunities to all children at the primary level. The studies reviewed new and current developments in programs and projects which the countries have undertaken to expand and improve primary education. The studies are aimed at achieving primary education for all children. Participating countries were Bangladesh, People's Republic of China, India, Indonesia, Nepal, Pakistan, Papua New Guinea, Phillippines, Republic of Korea, Socialist Republic of Vietnam, Sri Lanka, and Thailand. (RH)

ED 274 460 PS 016 086

Yawkey, Thomas D.; Alvarez-Dominguez, Joaquin
Comparisons of Free Play Behaviors of Hispanic and Anglo Middle Class SES Five Year Olds.
PUB DATE- 84
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Anglo Americans; *Behavior Patterns; Classroom Observation Techniques; Comparative Analysis; *Hispanic Americans; Middle Class Students; *Play; *Preschool Children; Preschool Education; Puerto Ricans; *Sex Differences

The study examines and compares free/spontaneous play behaviors of 20 Hispanic (from Ponce, Puerto Rico) and 20 Anglo (from State College, Pennsylvania) 5-year-old children from middle class socioeconomic strata. Within each of the groups there were 10 boys and 10 girls. Each child was observed in a group play setting in four observational sessions over a 2-week period. The same predetermined observation order was used for each child across sessions. Each of the four sessions was 5 minutes long and contained 10 time blocks of 30-second intervals of actual observation accompanied by 10 seconds of recording. Findings suggested that differences exist between cultures, sexes, play types, and observations/trials. Results showed that: (1) Hispanic girls used more reality-oriented play than Anglo girls; (2) Hispanic boys showed greater amounts of simple/functional play than Anglo boys; and (3) Anglo boys showed significantly more fantasy play than Hispanic boys. Variability within and across play observations/trials among Hispanic children was significant. (Author/RH)

ED 274 138 EC 190 934

Report of the Council for Exceptional Children's Task Force on Policy Issues Relating to the Management of Students with Communicable Diseases.

Council for Exceptional Children, Reston, Va.

PUB DATE- Mar 86
NOTE- 42p.; A report to the Council for Exceptional Children Governmental Relations Committee.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; *Agency Cooperation; *Communicable Diseases; *Disabilities; Early Childhood Education; *Educational Policy; Elementary Secondary Education; *Health Education; Student Placement; Student Rights; Teacher Rights
IDENTIFIERS- *Acquired Immune Deficiency Syndrome; Cytomegalovirus; Hepatitis; Herpes Simplex Virus

How schools can effectively work with exceptional students who have communicable diseases was the focus of an eight-member Task Force appointed by the Council for Exceptional Children (CEC) Governmental Relations Committee. Its report begins with an overview of existing guidelines and defines specific communicable diseases (Hepatitis B, Cytomegalovirus, Herpes simplex, and Acquired Immune Deficiency Syndrome--AIDS). A preamble and basic assumptions are followed by 10 recommendations, among which are the use of multiple mechanisms for collaborative efforts of health/education to disseminate knowledge, and the development of model curricula and/or instructional units to inform students about communicable diseases, modes of transmission, and needed precautions. Appendix A, which comprises a significant portion of the document, consists of an analysis (in chart format) of components associated with communicable diseases. Topics include medical/education agency collaboration, admission and attendance, classification and placement for instructional purposes, student rights, professional rights and protections, continuous management of services and students, interagency communication, and staff/student training. Additional appendices include references and the text of a proposed CEC policy amendment on managing children who have communicable and contagious diseases. (JW)

FL

ED 274 155 FL 015 989

Pickett, G. D.
Defining Business English.
PUB DATE- 2 Apr 86
NOTE- 9p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (20th, Brighton, England, April 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business Administration; *Business Communication; Business Correspondence; Definitions; *English (Second Language); *English for Special Purposes; *Language Usage; *Language Variation; Oral Language; Written Language

Business language is directed both outward, toward the general public and inward, toward the particular type of business. In the first instance, it approximates lay language and has contributed some expressions to common usage. In the second instance, it departs from lay language and becomes specialized within each industry, sometimes to the point of mutual unintelligibility. However, this distinction is largely lexical and not grammatical, and is largely written and less commonly found in spoken forms. Common business language is found within the area of conventionalized transactions governed by the courtesies and formalities of business life, which are almost universal. The choice of appropriate form is determined by subject matter, the occasion, and shared knowledge and social relations of the communicators, and is heavily dependent on an internal knowledge of the business. Spoken and written communications are very different in business, and each deserves separate treatment in instruction. Those involved in teaching business English should consider building and analyzing a corpus of oral business language. (MSE)

ED 274 186 FL 016 025

Gonzalez, Barbara
Listening Activities for Small Groups.
PUB DATE- Mar 84
NOTE- 7p.; In: On TESOL '84. A Brave New World for TESOL. Selected Papers from the Annual Convention of the Teachers of English to Speakers of Other Languages (18th, Houston, Texas, March 6-11, 1984); see FL 016 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audiolingual Skills; *Class Activities; Classroom Techniques; English (Second Language); *Listening Skills; *Second Language Instruction; *Small Group Instruction

Successful listening is a critical element of learning and performing in a new language. Second language teachers should include more listening activities in their class routines, and should consider a greater variety of formats and class organizational styles for those activities. The small-group format, not often used for listening activities, has a significant number of psychological and pedagogical benefits, including student assumption of more responsibility for their own and others' learning, increased attention to individual student needs, increased motivation, and a more natural range of listening experience. A number of commonly-used listening formats work well in small groups and many activity formats described in second-language publications can be adapted for both small groups and listening practice, including picture matching, manipulatives, commands, situations, logic, and sentence and paragraph true-false formats. (MSE)

ED 274 233 HE 019 659

Basic Grants. End-of-Year Report 1977-78 Academic Year.

Bureau of Student Financial Assistance (DHEW/OE), Washington, D.C.

PUB DATE- Apr 79
NOTE- 107p.; For related documents, see HE 019 658-663.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; College Students; *Dependents; Eligibility; Expenditures; Family Income; *Federal Aid; Federal Programs; *Financial Aid Applicants; *Grants; Higher Education; Program Costs; *Self Supporting Students; Student Costs; *Student Financial Aid; Trend Analysis
IDENTIFIERS- *Basic Educational Opportunity Grants

A status report for the Basic Educational Opportunity Grant Program (Basic Grant Program) for the 1977-1978 academic year is presented. Information is based on merged applicant and recipient files. Statistical tables cover: total number of applicants, number of qualified and nonqualified applicants; number of recipients; total expenditures; average, minimum, and maximum grants; number of recipients, average grant, and estimated expenditures by type of institution; distribution of Basic Grant recipients by Student Eligibility Index range and family income; distribution of Basic Grant recipients by family income and grant level; distribution of Social Security and veteran recipients by family income and grant level; distribution of Basic Grant recipients by educational cost range and grant level, distribution of Basic Grant recipients by Student Eligibility Index range and type of institution; total expenditures, total recipients, and average grant by type and control of institution. Most of these statistics are also broken down for dependent and independent students. (SW)

ED 274 247 HE 019 681

Transforming Data into Information. Improving Student Performance Reporting. A Staff Report to the California Postsecondary Education Commission. Commission Report 86-22.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Jun 86

NOTE- 54p.; Appendixes A through D contain small print. Pages 53-54 will not reproduce.

AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, 3rd Floor, Sacramento, CA 98514.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Academic Records; *Articulation (Education); College School Cooperation; *Community Colleges; Data Collection; Grade Point Average; Higher Education; High Schools; Postsecondary Education; *Recordkeeping; Reports; *State Universities

IDENTIFIERS- California Community Colleges; *California State University; *University of California

Student performance reporting at The University of California, The California State University, and California community colleges is discussed, along with future considerations. The California Postsecondary Education Commission examined student performance reports sent annually by the state institutions to high schools and community colleges to determine congruence between high school and community college preparation and university performance. The high school reports consist of a summary report for each university campus to which the high school sent at least one student, and student-specific reports that list the courses taken, the grades earned, and the student's overall university and high school grade point averages. The following reports from the University of California are appended: High School Report, High School Student Report, Community College Report, Community College Student Report. Also appended are: an Academic Performance Report from California State University, a comparison of academic performance reports sent by the state universities to community colleges, the California Community Colleges Survey on Academic Performance Reports, and recommendations of the Community College Ad Hoc Task Group for Improving the Reports. (SW)

ED 274 260 HE 019 700

Richards-Smith, Helen
The Extent to Which ACT/SAT Scores and Probationary Status Are Causal or Deterrent Factors in the Suspension of Students at GSU.
Grambling State Univ., La.

PUB DATE- 86
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Academic Probation; *Aptitude Tests; *College Students; Higher Education; Questionnaires; Scores; *State Universities; *Student Attitudes; *Suspension
IDENTIFIERS- ACT Assessment; *Grambling State University LA; Scholastic Aptitude Tests

The usefulness of scores on the American College Testing (ACT) program and the Scholastic Aptitude Test (SAT) in predicting whether Grambling State University (Louisiana) students would be placed on academic probation was studied. Additional concerns included: whether there is a critical point or scores on the ACT/SAT that was linked to suspension; whether knowledge of the status of probation was sufficient to deter suspension; the usefulness of placing students on probation; whether students on probation/suspension were aware of university policies; whether students' attitudes toward probation, instructors, and other factors influenced the number of students on probation; and whether students' view of self influences academic performance. Findings indicate that ACT/SAT scores did not predict whether students were placed on probation or suspension. Responses of students on probation and on suspension indicated that they understood the policies but did not follow them. However, those students on suspension showed greater awareness of policy than those on probation. Fourteen recommendations are offered, including continuation of recruitment of students with a wide range of ACT and SAT scores, and expansion of academic services provided through developmental education programs. The questionnaire is appended. (SW)

ED 274 274 HE 019 714

Kasambira, K. Paul
The Role of Higher Education in Work and Leisure: A Wave of the Future.

PUB DATE- Aug 86
NOTE- 20p.; Paper presented at the International Conference on Higher Education (Zurich, Switzerland, August 18-22, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Counseling; Career Planning; *College Role; Cooperative Education; Demand Occupations; *Education Work Relationship; *Futures (of Society); Higher Education; Job Placement; Job Skills; *Leisure Education; Leisure Time; Minority Groups; Nontraditional Students; Preretirement Education

The role of colleges and universities in preparing students for work and leisure in the future is discussed. It is suggested that students of the future may be divided into three broad categories of traditional students, nontraditional students, and minorities. The role of higher education in preparing these groups for work and leisure activities in the future is addressed. Skills that should be possessed by entry-level workers in 1990 are identified, including evaluation and analysis skills, problem-solving, decision-making with incomplete information, and communication skills in many modes. Growth rates for 10 rapidly growing jobs during 1978-1990 are also indicated. Specific ways that colleges and universities can help prepare all students for the future world of work and leisure are recommended. The development of a Center for Career Development is proposed that would view career development as an on-going decision-making process that includes career planning, cooperative education, and job placement. The future role of colleges in career guidance and counseling, retirement preparation, and leisure counseling is addressed. Vital issues for research and development for the future are also noted. A selected bibliography concludes the document. (SW)

Lyddon, Jan W.
State Financing of Higher Education under Changing Conditions.
PUB DATE- 86

NOTE- 111p.; Some tables contain small type. Best copy available.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Budgeting; Case Studies; Economic Factors; Educational Change; *Educational Finance; Enrollment Trends; Financial Policy; *Financial Support; Governance; Government School Relationship; *Higher Education; Models; Organizational Climate; *State Aid
IDENTIFIERS- *Formula Funding; *Michigan

The literature on funding formulas for higher education is reviewed, and the historical roots of state higher education funding relationships is traced, including three 20th century budget reform movements that were the antecedents of formulas. Attention is directed to conditions that will affect funding of higher education and formula responses to these conditions, which include economic and demographic factors, technological change, organizational structure and climate, and changing goals. The approaches to formulas under changing conditions include definitions of formulas and distinctions among formulas, cost analysis procedures, tools for requesting funds, models, and budget components. The extent of formula use and the types of governance structures in which formula use is most prevalent are addressed, as well as models of governance and related formula types. A framework to choosing and analyzing a funding approach is suggested, with attention to organizational requisites, process requisites, technological and knowledge requisites, and attributes of alternative formula structures. The case of Michigan is discussed to illustrate a suggested method of changing the funding approach based upon the review of the literature and conditions affecting the state. (SW)

ED 274 303 HE 019 783

Bernstein, Melvin H.
Higher Education and the State: New Linkages for Economic Development. Postsecondary Education for a Changing Economy Project.
Bernstein Group, Inc.; National Inst. for Work and Learning, Washington, D.C.; New England Board of Higher Education, Wellesley, Mass.
SPONS. AGENCY- Fund for the Improvement of Postsecondary Education (ED), Washington, DC.
REPORT NO.- ISBN-0-86510-053-5
PUB DATE- Apr 86
NOTE- 46p.
GRANT- G-008440477
AVAILABLE FROM- National Institute for Work and Learning, 1200 18th Street, N.W., Suite 316, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *Cooperative Programs; Economic Climate; *Economic Development; *Government School Relationship; *Higher Education; Information Needs; Job Training; Labor Force Development; Regional Programs; *School Business Relationship; *State Government; Technical Assistance; Technology Transfer
IDENTIFIERS- Georgia; Iowa; Massachusetts; New England; Pennsylvania; Vermont

Connections between higher education and state governments to promote economic development are discussed, including a regional economic development project in New England, and four partnerships between higher education and the state in Georgia, Iowa, Pennsylvania, and Massachusetts. International examples from France, Great Britain, Russia, and China are also briefly considered. Federal aid for a regional pilot project to the New England Board of Higher Education is designed to inform legislators about the significance of higher education to state economies and the region, and to better prepare legislators to make more informed judgments on issues concerning investment in human capital. Other programs of note are: the Ben Franklin Partnership in Pennsylvania, which focuses on the use of new technologies in basic industries; Georgia's Industrial Extension Service, which provides technical information to counties and companies; the Bay State Skills Corporation in Massachusetts, which provides job training; and Iowa's Industrial New Jobs Training Program for business and industry. Appended is "The Public Investment in Higher Education," a policy briefing report for legslators from Vermont. Approaches for improving the quality of information provided to legislatures include: annual performance report, better communication, informed public debate, and information on state research expenditures per faculty member. (SW)

ED 274 316 IR 012 293

Lee, Rhonda, Ed.
Guide to Nonsexist Language and Visuals.
Wisconsin Univ., Madison, Univ. Extension.
PUB DATE- Feb 85
NOTE- 28p.; Based on "Without Bias: A Guide for Nondiscriminatory Communication," ED 145 491, available from International Association of Business Communicators, 870 Market Street, Suite 940, San Francisco, CA 94102.
AVAILABLE FROM- University of Wisconsin-Extension, Bookstore, 432 North Lake Street, Madison, WI 53706 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; *Cultural Influences; *Females; Guidelines; *Language Usage; Minority Groups; Self Esteem; Self Evaluation (Individuals); *Sex Bias; *Sex Stereotypes; Teacher Role
IDENTIFIERS- Style Guides

Intended to help teachers to use language and visuals that will help open the doors of equality by breaking away from sexist language and traditional patterns, this guide begins with a brief overview of the importance of language media culture. Some general guidelines for improving communication are suggested in the introduction and several additional manuals on the subject are noted. More detailed guidelines with examples are presented in nine brief chapters: (1) "Pronouns: Each Person, to the Best of Her or His Ability"; (2) "Nouns and Verbs: All Men and Women Are Created Equal"; (3) "Titles: People Working"; (4) "Parallel Forms: 'I Now Pronounce You Woman and Husband?'"; (5) "Rethinking Adjectives: Pithy, Limiting...or Wrong?"; (6) "Secondary Sources: 'And She Can Cook, Too (Sic)!'"; (7) "Broadcast: For Your Listeners"; (8) "Visual Images: Make Each 'Thousand Words' Count"; and (9) "Classrooms: When You Are the Message." The final chapter includes a check list for teachers to use as a self test. Also included are two sources of additional information, a 33-item bibliography, and three pages of appropriate clip art. (DJR)

ED 274 330 IR 012 311

35 Ways to Take a "Byte" out of Software Costs. Fund Raising Ideas from COMPress Customers.

COMPress, Wentworth, NH.

PUB DATE- 86
NOTE- 24p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Software; *Donors; *Elementary Schools; Elementary Secondary Education; Extracurricular Activities; *Fund Raising; *High Schools; Input Output Devices; Purchasing; School Surveys

Based on a survey sponsored by COMPress Quarterly of various schools to determine the extent of the problem of lack of funds for purchasing computer software and how schools have coped with the problem, this booklet describes numerous ways to raise funds for software purchases. Nearly 1,000 questionnaires were returned and this booklet was developed from the responses. It is divided into five major areas: (1) "Unabashed Solicitations" presents information on donations, contributions, and company-sponsored software; (2) "Sponsor User-Friendly Fairs & Festivities" includes information on computer fests, bus trips, pancake breakfasts, beauty contests, athletic events, and a computer dating service; (3) "Sell Computer-Related Goods & Services" includes information on selling computer-produced merchandise, souvenirs and blank disks, teaching computer classes, sponsoring a computer camp, recruiting a business professional, renting computer time, providing word processing services, and developing databases; (4) "Offering Mega Services" includes car washes, sporting goods exchange, collecting returnable cans/bottles, selling souvenirs/school equipment/seasonal products, wrapping Christmas gifts and "Rent-a-Claus"; and (5) "Run A Raffle, Auction, or Something-A-Thon" includes selling raffle tickets, hosting an auction, and planning other fundraising events. (DJR)

Robinson, Barbara M.
A Study of Reference Referral and Super Reference in California.

Volume I: Main Report.
California State Library, Sacramento.
PUB DATE- Jun 86
NOTE- 99p.; For the appendix of this report, see IR 051 649.
CONTRACT- SL-38
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cooperative Planning; Cost Effectiveness; Library Cooperation; *Library Networks; Library Services; Meetings; *Public Libraries; *Reference Services; *Referral; Regional Programs; State Federal Aid; *State Programs; *Statewide Planning; Statistics; Surveys; Tables (Data)
IDENTIFIERS- Bay Area Reference Center CA; *California; Focus Group Assessment; Library Services and Construction Act; Southern California Answering Network

Public libraries are currently the conduit for local, state, and federal funds used to support reference referral and other reference-related functions in California. Given potential funding constraints, this 5-month study expanded its original scope--to assess the cost effectiveness and efficiency of the Bay Area Reference Center (BARC) and the Southern California Answering Network (SCAN)--to an examination of BARC and SCAN in the context of the existing reference referral system. This system involves local public libraries and 17 System Reference Centers to which reference questions are referred before they are passed along to BARC and SCAN. The study focused on: (1) defining the nature of reference-related services provided by BARC, SCAN, and the System Reference Centers; (2) describing the major differences in reference services between BARC and SCAN and those of the System Reference Centers (e.g., unit cost, level of service); (3) determination of whether public libraries would be willing to allocate scarce resources to provide statewide access to information; and (4) the involvement of key stakeholders in the discussions and in the development of recommendations. In addition to a detailed discussion of the purpose of the study, its methodology, and the resources used, this report presents a summary of the findings, two models for reference referral that are proposed for a new organization structure, and a transition plan for the implementation of a new structure. Six tables and two figures are included in the body of the report, and ten survey tables summarizing data collected during the study follow the text. (KM)

ED 274 373 IR 051 666

Gwinn, Nancy E.; And Others
Smithsonian Institution Libraries. Preservation Planning Program. Final Report of the Study Team.

Association of Research Libraries, Washington, D.C. Office of Management Studies.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Jul 86
NOTE- 90p.; For additional reports in this series, see IR 051 665-667, and ED 267 808-809. Hygro-thermograph charts in Appendix 6 may not reproduce clearly.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Avenue NW, Washington, DC 20036 ($10.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Books; Budgets; *Facility Planning; Financial Needs; Library Equipment; *Library Materials; *Library Planning; *Long Range Planning; Occupational Information; Personnel Needs; Policy; *Preservation; Repair; Surveys; Training
IDENTIFIERS- Book Restoration; *Smithsonian Institution

Based on an 11-month investigation of the Smithsonian Institution Libraries (SIL), this report focuses on preservation problems in the general collections. Brittleness is pinpointed as the most serious problem, and the environmental conditions which exacerbate the deterioration of materials in the collection are discussed. SIL's earlier in this collection are discussed. SIL's earlier programs for preservation treatment and disaster planning are evaluated, and the options for education and preservation methods are considered. A strategy for dealing with the deterioration of the SIL collection is outlined in 37 recommendations which address organization; policies; collection maintenance; staff training; establishment of intercept and emergency action programs; public awareness; funding and fund-raising; and facilities planning, supplies, and equipment. The following related information is included in the appendices: (1) Task Force Membership; (2) Implementation Schedule; (3) SIL Collection Survey and Instructions; (4) Problems--Total Sample and by Location; (5) Walk-Through Environmental Conditions Task Force; (6) Temperature and Relative Humidity Readings; (7) Light Readings; (8) Position Description for Preservation Services Officer; (9) Draft Introduction to an SIL Preservation Policy; and (10) SIL Policies Relating to Preservation. (KM)

Cooper, John D.
A Paradigm for Staff Development in the Community College.
National Council for Staff, Program and Organizational Development.
PUB DATE- 81
NOTE- 37p.; Most of document is printed on colored paper.
AVAILABLE FROM- Vice President for Publications, National Council for Staff, Program and Organizational Development, Muscatine Community College, 152 Colorado St., Muscatine, IA 52761 ($2.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Faculty Development; Models; *Organizational Development; *Professional Development; *Program Design; *Program Development; Questionnaires; *Staff Development; Surveys; Two Year Colleges

A study was conducted to determine the important components of a comprehensive staff development program. To guide the investigation, a paradigm was constructed which identified the content areas of staff development as personal/professional, program/instructional, and organizational development; and which specified a statement of purpose or rationale, planning, organization, funding, programming, rewards and incentives, and evaluation as the process functions necessary to carry out staff development programs. The paradigm pointed to 21 identifiable components within the context of the content areas and the processes for staff development. To determine the viability of the paradigm, interviews with staff development personnel were conducted at five community colleges in the midwest and a questionnaire was sent to individuals identified as authorities on staff development. The study found that the components related to personal and program development were commonly found on the campuses studied, and that the organizational development components were notably absent in both quality and number. The study also found that the overwhelming majority of the respondents felt that each of the components was important. The survey instrument and a selected bibliography are appended. (EJV)

ED 274 401 JC 860 524

Articulation.

Florida State Dept. of Education, Tallahassee. State Board of Community Colleges.

PUB DATE- Oct 86
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Age; Articulation (Education); College Credits; *College Transfer Students; Community Colleges; *Enrollment Trends; Ethnic Groups; Females; Grade Point Average; Majors (Students); Males; Postsecondary Education; State Universities; *Student Characteristics; Tables (Data)
IDENTIFIERS- *Florida

Descriptive statistics are presented on students in Florida's State University System (SUS) who were previously enrolled in one of Florida's 28 community colleges. A series of tables present fall term data for 1983 through 1985, including information on students' sex, race, and age; SUS enrollment rate of community college students; credits transferred; distribution of students by the university at which they were registered and the community college from which they transferred; grade point average (GPA); and student majors. Highlighted findings included the following: (1) in fall 1985, there were 45,919 former community college students enrolled in the SUS, representing 43.1% of all SUS undergraduates; (2) distribution of students by race and sex remained fairly constant from 1982 to 1984; (3) females outnumbered males in 1983, 1984, and 1985; (4) the percentage of white students increased between 1983 and 1985; (5) 32.6% of the transfer students were in their first year of study in 1985; (6) in 1985, 77.1% of the students were in their first, second, or third year in the SUS, (7) the majority (78.7%) of students in 1985 transferred 60 semester hours or more upon entering the SUS, representing a slight decrease from 1984 and 1983; (7) transfers tended to enroll in the university nearest their community college; and (8) most transfers earned a GPA of 2.00 or higher while enrolled in the SUS. (LAL)

ED 274 415 PS 015 873

Alvy, Kerby T.; Rosen, Larry D.
Training Parenting Instructors: A National Model for Training Mental Health, Social Service and Educational Personnel to Deliver Group Parent Training Services in Their Agencies.
National Inst. of Mental Health (DHHS), Rockville, MD.
SPONS. AGENCY- National Inst. of Mental Health (DHEW), Bethesda, Md.
PUB DATE- Jan 84
NOTE- 249p.
GRANT- NIMH-MH-14384
AVAILABLE FROM- Center for the Improvement of Child Caring, 11331 Ventura Boulevard, Suite 103, Studio City, CA 91604 ($20.00, plus $1.50 postage and handling, California residents add sales tax).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Child Rearing; Children; Interpersonal Relationship; Mental Health; Models; *National Programs; *Parent Child Relationship; *Parent Education; Program Descriptions; Program Evaluation; *Program Implementation; Staff Development; Staff Role; *Training Methods; Workshops
IDENTIFIERS- National Institute of Mental Health; *Personnel for Parent Development Program; Therapeutic Communication

This report provides a comprehensive description and discussion of 5 years of activities supported by the National Institute of Mental Health for the Personnel for Parent Development Program designed to train mental health, social service and educational professionals to deliver specific types of group parent training services. The report details group training services that can teach parents to use specialized child management and therapeutic communications and can help stimulate positive child-rearing attitudes. It begins by indicating the national significance of the program and the local issues that had to be dealt with as it was created and implemented. Program objectives and aspects of the program are described, including actual training events. In addition, the report presents an evaluation of the program and discusses the results in terms of efficacy and future direction. The report concludes with a summation of the program and its results. An extensive appendix provides the documents and materials that are necessary for program replication and evaluation. (HOD)

ED 274 430 PS 016 041

Calvert, Sandra L.; And Others

Sound Effects and Content Cues for Children's Television Story Comprehension.

PUB DATE- Aug 85
NOTE- 14p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Attention; *Childrens Television; Elementary Education; Elementary School Students; Kindergarten Children; *Sound Effects; *Story Grammar; Television Research; *Television Viewing
IDENTIFIERS- *Content Cues; *Visual Attention

Children's visual attention to, and comprehension of, a television program was measured. A total of 64 children, equally distributed by sex, with 32 in kindergarten and 32 in fifth grade, were randomly assigned to one of four treatment conditions that crossed two levels of content cues with two levels of sound effects. The content cue conditions provided 35 seconds of additional information which indicated that a dream was occurring while the no content cue conditions did not. The content cue conditions were either preceded or not preceded by one-second sound effects. Visual attention was videotaped during each child's individual viewing session. After viewing, each child answered a 22-item multiple-choice recognition test of inferential, central-concrete, and incidental content. Results demonstrated that sound effects increased attentional responsiveness and inferential recognition better than the content cues, particularly for the youngest children who have the greatest difficulty understanding televised stories. (Author/RH)

ED 274 475 RC 015 899

Report on McREL State Policy Program. Final Report, 1985.
Mid-Continent Regional Educational Lab., Aurora, CO.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 7p.; For related documents, see ED 269 217, and RC 015 896, and RC 015 898.
CONTRACT- 400-83-0004
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Educational Planning; *Educational Policy; *Education Service Centers; Elementary Secondary Education; Higher Education; Leadership; Measurement Techniques; Needs Assessment; Regional Cooperation; Regional Laboratories; *Regional Planning; Regional Programs; State Action; *State Programs; *Statewide Planning; Teacher Education
IDENTIFIERS- *Mid Continent Regional Educational Laboratory CO

This report summarized the Mid-continent Regional Educational Laboratory (McREL) State Policy Program activities for 1985. McREL addressed the task of defining school quality by sponsoring meetings of regional deans of education in order to create interest in McREL's effective school activities and to encourage change in teacher education programs, and provided networking opportunities to those involved in programmatic and accreditation/certification changes. McREL also revised instruments for needs assessment and program planning and developed measures of school culture and of teacher and administrator leadership skills. In order to develop and support priorities for state service, McREL continued work on a state data base, provided strategic planning support for Kansas and Nebraska state boards of education and seven local districts, offered eight executive training programs for participants in educational planning situations, and conducted activities to further develop a networking strategy for the region. McREL staff made 46 presentations on state policy before state conferences during the year. (LFL)

ED 274 503 RC 015 952

Yoder, Delmar
Citizen Participation Handbook.
West Virginia Univ., Morgantown. Cooperative Extension Service.
SPONS. AGENCY- Governor's Office of Economic and Community Development, Charleston, W.Va.
PUB DATE- 81
NOTE- 76p.; Based on workshops conducted by West Virginia's Mountaineers for Rural Progress Citizen Participation Committee.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Advisory Committees; *Citizen Participation; Citizens Councils; Committees; *Communication Skills; *Community Action; Data Collection; Group Unity; Needs Assessment; *Organizations (Groups); *Program Development; Publicity; Rural Areas
IDENTIFIERS- West Virginia

This handbook provides practical materials for public officials, professionals, and citizens who are implementing citizen participation programs in rural areas. Chapter I serves as an introduction to the process of designing and implementing participation programs. Chapter 2 discusses identifying citizen participation needs and necessary resources, developing objectives, using objectives to guide program design, establishing communication and evaluation plans, and setting timetables. Chapter 3 describes techniques to involve participants directly in dialogue and interchange, such as committees, group problem solving, key informants, public meetings, social indicators approach, informal surveys, and the Delphi technique. Chapter 4 deals with one-way communication techniques--posters, newsletters, mailing lists, news media--used to generate interest, create awareness, and stimulate additional participation. An annotated bibliography lists materials on citizen participation and involvement and communication techniques. (LFL)

ED 274 517 SE 047 207

Engineering Graduate Education and Research. Engineering Education and Practice in the United States.
National Academy of Sciences - National Research Council, Washington, DC. Commission on Engineering and Technical Systems.
REPORT NO.- ISBN-0-309-03549-X
PUB DATE- 85
NOTE- 133p.
AVAILABLE FROM- National Academy Press, National Academy of Sciences, 2101 Constitution Ave., NW, Washington, D.C. 20418 (Price $14.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Career Choice; *College Science; *Employment Patterns; *Engineering Education; *Engineers; Females; *Graduate Study; Higher Education; Industry; Minority Groups; Research and Development; School Business Relationship; Science Education; Science Programs; *Scientists
IDENTIFIERS- *Engineering Education Research
The current state of engineering graduate study in the United States, its future, and its relationship to research are examined in this report of the National Research Council Committee on the Education and Utilization of the Engineer. The study focuses principally on increasing the supply of highly qualified doctoral recipients who are United States citizens particularly with respect to academic employment. It also gives attention to the importance of master's level work and to the need for access to part-time programs for engineers who are employed full time. Report sections include: (1) an executive summary; (2) the background (reviewing previous reports and studies in engineering education); (3) supply and demand (providing data on the supply of Ph.D.s and recommendations for increasing the supply); (4) women and minorities in engineering (examining representation patterns); (5) master's degree (presenting findings and recommendations); (6) doctor's degree (with findings and recommendations); (7) nontraditional graduate programs (analyzing existing approaches); (8) engineering faculty (addressing needs for faculty development); and (9) university-industry interactions (discussing conflicting and complementary interests). A list of 66 reference notes is included. (ML)

ED 274 202 FL 016 086

Saunders, Mary Anne
The Fail-Safe Micro Research Paper.
Washington Area Teachers of English to Speakers of Other Languages.
PUB DATE- 86
NOTE- 10p.; In: WATESOL Working Papers, Number 3, Spring 1986; see FL 016 085.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Difficulty Level; *English (Second Language); *Research Papers (Students); Research Skills; Second Language Instruction; *Success; *Writing Instruction

A key element in a research paper writing assignment modified for students of English as a second language to assure their success is teacher control over most of the process. A chronological plan for action for the micro research project includes these steps: creating an awareness of current events and controversial issues, practicing necessary writing skills, choosing a topic, locating sources in the library, making the final selection of articles, reading and analyzing the articles, synthesizing the information, documenting the source material, and writing the paper. The papers are evaluated for content, organization, grammar, mechanics, and vocabulary, and returned for student revision, with at least an hour of individual student-teacher discussion. Individualization for a more advanced student is accomplished by making the task more complex, varying the source-gathering task, or having the student cover a related but slightly different topic. Students have reacted to the assignment with increased self-confidence and understanding of the research process, and there is little chance for plagiarism or major error to occur. (MSE)

ED 274 219 FL 016 103

A Parent Involvement Model for Use with Limited English Proficient High School Students: The Vocationally Oriented Bilingual Curriculum. English-Khmer.

Arlington County Public Schools, Va.; Trinity Coll., Washington, D.C.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- 86

NOTE- 60p.; Developed by the Trinity-Arlington Teacher and Parent Training for School Success Project. For related documents, see FL 016 104-107.

GRANT- G00-83-02061

LANGUAGE- Cambodian; English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)

DESCRIPTORS- *Acculturation; Cambodian; *Career Guidance; Curriculum Guides; English (Second Language); *English for Special Purposes; High Schools; Immigrants; *Job Search Methods; *Limited English Speaking; Multilingual Materials; *Parent Participation; Uncommonly Taught Languages

Materials for use by the parents of native Khmer-speaking high school students in a vocationally-oriented bilingual secondary program include a series of home lessons, provided simultaneously in English and Khmer and designed to be done with the high school student. The lessons concern back-to-school night, understanding American schools, the importance of a high school diploma,

attendance rules, making a family tree, career orientation, charting the weather, participating in clubs and extracurricular activities, looking at job applications, preparing for a job interview, volunteer jobs, time management, homework, preparing for college, working with a guidance counselor, career planning, knowing the school police officer, how to look for a job in the classified ads, remembering American and native holidays, writing a resume. The materials are intended to help develop a supportive, collaborative relationship between parents and students and to supplement and reinforce the content of the school's English-as-a-second-language curriculum. (MSE)

ED 274 343 IR 051 632

Lewis, Raymond J.
Faculty Perspectives on the Role of Information Technologies in Academic Instruction.
Learning and Technology Services, Portland, OR.
SPONS. AGENCY- Corporation for Public Broadcasting, Washington, D.C.
PUB DATE- Dec 85
NOTE- 107p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Audiovisual Aids; *College Faculty; *College Instruction; *Computer Assisted Instruction; Computers; Computer Software; Educational Technology; Higher Education; Information Needs; *Information Technology; Instructional Effectiveness; *Instructional Materials; Questionnaires; Surveys; *Teacher Attitudes

This study focuses on the instructional role of computer, video, and audio technologies at the collegiate level in order to understand to what extent and in what ways faculty see these electronic technologies contributing to the solution of important instructional problems. Comments and questionnaire responses from 254 college faculty members provided the basis for the report. The study reveals a high degree of correspondence between the instructional problems college faculty say are most troublesome and the reasons they give for using the technologies. Faculty not only consider them appropriate tools for addressing the most difficult instructional problems, but also value their role in dealing with other important but less troublesome instructional problems. In general, the faculty who participated in this study view the instructional potential of computer, video, and audio technologies quite favorably. However, they are quite critical of the quality of most currently available instructional software materials, particularly computer software. The text is supplemented by 20 statistical tables. Four appendices provide copies of the questionnaires used in the study, software descriptions, and a technology use variable derived from questionnaire scores. (KM)

ED 274 489 RC 015 932

Romain, Louise
U.S. Virgin Islands 1982-83 School Statistical Summary.
Virgin Islands Government Dept. of Education, Charlotte Amalie.
PUB DATE- 83
NOTE- 32p.; For the 1983-84 summary, see RC 015 933.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Average Daily Attendance; Dropout Rate; Elementary Secondary Education; *Enrollment; Graduates; *Private Schools; *Public Schools; *School Demography; School Holding Power; *School Statistics; Small Schools; *Student Characteristics; Teacher Characteristics; Teacher Student Ratio
IDENTIFIERS- *Virgin Islands

The United States Virgin Islands School Statistical Summary presents narratives, 26 tables, and 7 graphic illustrations of education in public and private elementary and secondary schools during the 1982-83 school year. Tables provide data on public and private student enrollments, average daily attendance, student nationality and citizenship, dropouts, withdrawals, retentions, graduates, and post-graduation plans. Graphs show public and private school enrollments for 1970-82, student place of birth, public school retention, and graduates. Comparisons of 1982-83 data with prior years show fluctuation and mirror the socioeconomic and political situations of the U.S. Virgin Islands. Public school enrollment totaled 25,699 or 78.4 percent of enrollment with 70.5 percent of students born in the Virgin Islands and 17.1 percent claiming non-citizen status. Private school enrollment totaled 7,097 or 21.6 percent. The Department of Education operated 26 elementary and 9 secondary schools; 26 private schools operated during the year. Public school dropout rate was 1.0 percent. Post-graduation plans included 67.2 percent higher education, 11 percent military, 6.5 percent jobs, and 15.4 percent undecided. (LFL)

ED 274 531 SE 047 226

Brinkman, Dennis; Nerdahl, Rodney

Nighttime Astronomy for Middle School Children and Their Parents. A Course for Parents and Children.

Minnesota Univ., Minneapolis.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 82
NOTE- 199p.; For related documents, see SE 047 223-225 and SE 047 227-228. Drawings may not reproduce well.
GRANT- 07872
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Astronomy; Elementary Education; *Elementary School Science; Instructional Materials; Intermediate Grades; Observational Learning; *Parent Child Relationship; *Parent Materials; Parent Participation; Planetariums; *Science Activities; Science Education; Science Facilities; *Science Instruction; Space Sciences; Teaching Guides
IDENTIFIERS- Informal Education; *Parent Child Program

The nighttime astronomy course described in this manual is designed to allow parents and middle school children to learn together. Using the resources of the planetarium and the real sky, the document provides a series of lessons that are intended to enable the participants to become more knowledgeable observers of the night sky. The course is divided into five two-hour sessions. Each session is composed of two segments. The first half of each session makes use of the planetarium, while the other uses either the classroom or the real sky. One of each of the five sessions deals with: (1) the constellations; (2) the celestial sphere; (3) the solar system; (4) a visit to an observatory; and (5) the location of the moon. The sections of the document which deal with the above topics include an overview of the topic and descriptions of all of the activities to be done at home. The appendices contain sky maps, diagrams and planetary settings for the solar system session. (TW)

ED 274 156 FL 015 990

Raney, Roslyn
The Verbal Noun in Welsh.
PUB DATE- Oct 85
NOTE- 14p.; Paper presented at the Annual Kentucky Foreign Language Conference (Lexington, KY, April 26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Contrastive Linguistics; *Form Classes (Languages); *Morphology (Languages); *Nouns; Structural Analysis (Linguistics); *Verbs; *Welsh
IDENTIFIERS- *Verbal Nouns

The Welsh verbal noun, a form spanning two grammatical categories much as the English "-ing" form does, is examined from the points of view of its dual role in Welsh grammar; its occurrence in the history of the Celtic language family; periphrastic tense constructions with "bod" ("be"), "gwneud" ("do"), and "darfod" ("happen"); periphrastic imperatives and passives; and its discourse function. It is concluded that the verbal noun is characteristically Celtic, and that its continued nominal uses and extensive participation in many parts of the Welsh verbal system enhance the stylistic possibilities of the language and provide points of comparison and contrast with other language families such as Germanic and Romance languages. (MSE)

ED 274 172 FL 016 011

Acton, William
Affect in the "Communicative" Classroom: A Model.
PUB DATE- Mar 84
NOTE- 13p.; In: On TESOL '84. A Brave New World for TESOL. Selected Papers from the Annual Convention of the Teachers of English to Speakers of Other Languages (18th, Houston, Texas, March 6-11, 1984); see FL 016 005. Expanded version of a paper entitled "Applications of Attitude Research to the ESL Classroom" presented at the TESOL Convention (Houston, TX, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Affective Behavior; Attitude Change; Classroom Environment; Cognitive Processes; *Communicative Competence (Languages); Discourse Analysis; Educational Research; English (Second Language); *Language Attitudes; Pragmatics; Second Language Instruction; *Student Attitudes; *Student Motivation

Recent research on affective variables and classroom second language learning suggests that: (1) affective variables are context-sensitive in at least two ways; (2) attitudes are contagious, and the general attitude of students can be influenced from various directions; (3) research in pragmatics, discourse analysis, and communicative functions related to dealing with emotion, will provide a better understanding of the language of expressing emotions and attitudes in this and other cultures and languages; and (4) any expression of affect is a symbolic, cognitive activity. Attitude, motivation, and affect must be seen as important components of one's theory of second language acquisition and pedagogy, but should not be treated as conceptually preceding or relatively independent of cognition and cognitive-behavioral outcomes. The affective domain should be seen as subsumed within a more cognition-centered psychological theory and the communicative curriculum. (MSE)

ED 274 187 FL 016 026

Staczek, John J.; Carkin, Susan J.
Intensive English Program Fit in Traditional Academic Settings: Practices and Promise.
PUB DATE- Mar 84
NOTE- 13p.; In: On TESOL '84. A Brave New World for TESOL. Selected Papers from the Annual Convention of the Teachers of English to Speakers of Other Languages (18th, Houston, Texas, March 6-11, 1984); see FL 016 005.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Second Language Programs; Comparative Analysis; Departments; *English (Second Language); *Foreign Students; *Governance; Higher Education; *Intensive Language Courses; Language Teachers; Organizational Climate; Policy Formation; Program Design; *School Policy; Second Language Instruction; Unions

The relationship between intensive English programs (IEPs) for international students and the American colleges and universities that design, structure, staff, and administer the programs in diverse ways is adversely affected by an absence of policy and the inability of the faculty who teach these programs to participate in the policy-making process. While professionals in English as a second language (ESL) are generally well-informed, they also find their opportunities to influence institutional policy and to contribute to the welfare and development of colleagues, international students, and themselves limited by a number of factors. IEP faculties are often isolated from the operations of the institution, including those related to placement, reporting relationships, governance, and fiscal and academic responsibility. Institutional non-policy has become a common condition for IEPs, for largely political reasons. External agencies with an interest in accreditation and in international students' and ESL teachers' welfare provide standards and services that IEPs and institutions may take advantage of. As IEPs proliferate in higher education and in private enterprise, an emerging academic and humanistic concern for program governance, quality, integrity, and continuity should be addressed. (MSE)

ED 274 275 HE 019 715

Institutional Profiles, 1985. Public Four-Year Institutions.
Alabama State Commission on Higher Education, Montgomery.
PUB DATE- Mar 85
NOTE- 409p.; For profiles of private colleges in Alabama, see HE 019 718.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)

Numerical/Quantitative Data (110)
DESCRIPTORS- Admission Criteria; College Administration; College Faculty; *College Programs; College Students; Degrees (Academic); Educational Facilities; Enrollment Trends; Governance; Higher Education; *Institutional Characteristics; *Institutional Mission; *Public Colleges; School Funds; State Colleges; State Universities; Student Characteristics
IDENTIFIERS- *Alabama

Profiles of 17 public senior institutions in Alabama are presented as part of an annual report of the Alabama Commission on Higher Education to the Governor and Legislature. The profiles are divided into three main sections: mission, role, and scope. The sections on mission were written by the institutions and were left largely as submitted. Information on the role of each institution was taken from various data sources, which are identified. The information on scope is limited to the inventory of academic and teacher certification programs as of June 1984. For each institution, information is provided on: location, mission, history, governance, organization and administration, academic resources (faculty and library), academic facilities, financial support, types and numbers of degrees/certificates awarded, undergraduate and graduate enrollments and the distribution by sex and race, freshman admission requirements, graduate student admission requirements, and research and service. Information on academic programs of each university includes the program title, degrees offered, and the accrediting or approving agency. Appended are statistical tables that summarize the information from the profiles, including data on faculty, revenues, degrees, rankings by field of study and level, and enrollments and characteristics of undergraduate and graduate students. (SW)

ED 274 290 HE 019 730

Cahalan, Margaret; And Others
College Level Remediation. Fast Response Survey System Report No. 19.
Westat Research, Inc., Rockville, Md.
SPONS. AGENCY- Center for Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-86-218; FRSS-R-19
PUB DATE- Oct 86
NOTE- 31p.; Survey questionnaire may not reproduce well due to small print size.
CONTRACT- 300-85-0133

AVAILABLE FROM- Department of Education, Office of Educational Research and Improvement, Special Services Division, Publications Branch, 80 F Street, N.W., Washington, DC 20208.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Persistence; Basic Skills; *College Freshmen; *College Programs; Credit Courses; *Developmental Studies Programs; Enrollment Trends; Higher Education; High Risk Students; Institutional Characteristics; *National Surveys; Program Evaluation; Questionnaires; Remedial Mathematics; *Remedial Programs; Remedial Reading; Writing Instruction

Findings of a national survey of remedial studies in two- and four-year colleges are presented. Data were reported for the 1983-1984 academic year. The study focused on providing estimates of the: number and type of remedial courses offered; percent of freshmen needing and taking courses; changes in enrollment; program characteristics such as type of credit and requirement status; and program outcome as measured by course completion, retention, and self-evaluation. Remedial studies were defined as any program, course, or other activity for students lacking the necessary skills to perform college-level work required by the institution. Data are presented in the following categories: all institutions, and institutions classified by type (two-year, four-year), control (public, private), admission criteria, geographic region, size, and minority status. Estimates are weighted to produce national estimates. Estimates of percent of students needing, enrolled in, and completing remedial courses, and percent of student retained, are weighted by total first year enrollment. All other estimates are per school not per student. Appendices provide information on the Fast Response Survey System of the National Center for Education Statistics, the survey methodology, and standard errors of statistics. The questionnaire is included. (SW)

ED 274 431 PS 016 042

Bowman, Garda, Ed.; And Others
Focus on the Child: Advancing Elementary Education. The Elementary School Center Colloquium on "First Lessons: A Report on Elementary Education in America."
Elementary School Center, New York, NY.
PUB DATE- Sep 86

NOTE- 54p.
AVAILABLE FROM- Elementary School Center, 2 East 103 Street, New York, NY 10029 ($5.00 for ESC members, $7.00 for non-ESC members; discount available on quantity orders).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Proceedings (021)
DESCRIPTORS- Academic Standards; Class Size; Community Role; Educational Equity (Finance); *Educational Improvement; Educational Needs; *Educational Policy; Educational Resources; *Elementary Education; *Elementary School Curriculum; Elementary School Teachers; Gifted; Integrated Curriculum; Parent Role; Preschool Education; Principals; Reading Instruction; *School Personnel; Social Studies; Special Education; Specialists; Student Role; Testing; Time Factors (Learning); Writing Instruction
IDENTIFIERS- *First Lessons (Report on Elementary Education)

On September 5, 1986, the Elementary School Center convened a national, interdisciplinary group of respondents and observer-participants to debate the main issues raised in Secretary of Education Bennett's "First Lessons" and to note the areas which need additional attention. Respondents and observer-participants included public and private educators, researchers, pediatricians, local, state, and national policymakers, and several members of Secretary Bennett's Elementary Education Study Group. Discussion is reported under six headings. Part 1 focuses on strengths and concerns of "First Lessons." Part 2 focuses on children, parents, and the community of adults involved in elementary education. Part 3 focuses on curriculum issues concerning reading and writing, integrating subject matter, specialist teachers, social studies and global issues, and time. Part 4 focuses on teaching and administrative personnel in the elementary school. Part 5 focuses on school policy issues, such as standards and testing, resources and equity, class size, preschool education, and special education and gifted children. Part 6 briefly specifies actions to take in order to improve elementary education. Included are a list of observer-participants, respondents' profiles, and a description of the Elementary School Center. (RH)

ED 274 446 PS 016 070

Towards Universalization of Primary Education in Asia and the Pacific: Regional Overview.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 85
NOTE- 17p.; In: "Towards Universalization of Primary Education in Asia and the Pacific: Country Studies"; see PS 016 069.
AVAILABLE FROM- UNIPUB, 10033/F, Martin Luther King Jr. Highway, Lanham, MD 20706-4391 (Complete volume $52.50 in U.S. funds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Dropouts; *Educational Change; Educational Innovation; *Elementary Education; *Equal Education; Foreign Countries; *School Administration; *Teacher Education
IDENTIFIERS- *Asia; Pacific Region

Noting that more than 60 million eligible school-aged Asian children are not enrolled in elementary school, this overview of educational provision in the Asian and Pacific region briefly discusses 10 topics. These are (1) the number of children not being educated in the region; (2) universalization of primary education; (3) three dimensions of universal primary education; (4) target populations, such as girls, tribes, and other disadvantaged groups, special language groups, and handicapped children; (5) retention in school; (6) school achievement; (7) curriculum renewal; (8) new approaches to teacher preparation; (9) new structures for planning and management; and (10) forms of education designed to complement the conventional elementary school. (RH)

ED 274 461 PS 016 087

Haynes, Norris M.; And Others
Benefits of Structured Field Trip Activities on Performance on the Peabody Picture Vocabulary Test (PPVT) among a Group of Black Preschoolers.
PUB DATE- 83
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Youth; *Field Trips; *Performance Factors; *Preschool Children; Preschool Education; *Receptive Language; Urban Youth
IDENTIFIERS- Peabody Picture Vocabulary Test

Preschoolers are taken on many field trips during the course of their preschool experience. Yet, little research investigates the effects of such curricular offerings on children's developing social and intellectual skills. Intuitively, educators tend to agree that field trips are beneficial to children. However, findings of relevant studies are inconclusive on this point. The purpose of this study was to determine whether field trips with prior and follow-up activities had a more positive effect on black preschool children's test performance than did field trips without such activities. The Peabody Picture Vocabulary Test (PPVT) was used to assess treatment effects. A total of 52 urban black children between 4 and 5 years old were equally divided into an experimental group and a comparison group and were taken on 6 weekly field trips to places such as the local zoo and selected museums. Activities provided to the experimental group included drawing, discussing what was experienced on a trip, and acting out what was observed during a trip. Prior to leaving, experimental group participants and their teachers discussed what they were going to experience. Items experienced on the trips were selected to match items on the PPVT. Findings indicated that children exposed to structured field trips achieved greater gains on the PPVT than did children exposed to the non-structured field trips. (RH)

ED 274 234 HE 019 660

Pell Grants. End-of-Year Report 1980-81 Academic Year.

Office of Student Financial Assistance (ED), Washington, DC.

PUB DATE- Aug 82
NOTE- 170p.; For related documents, see HE 019 658-663.

LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; College Students; Dependents; Eligibility; Expenditures; Family Income; *Federal Aid; Federal Programs; *Financial Aid Applicants; *Grants; Higher Education; Program Costs; Self Supporting Students; Student Costs; *Student Financial Aid; Trend Analysis
IDENTIFIERS- *Basic Educational Opportunity Grants; *Pell Grant Program

A status report for the Pell Grant Program (formerly called Basic Educational Opportunity Grant Program) for the 1980-1981 academic year is presented. Information is based on merged applicant and recipient files. Included are a description of highlights of the program for 1980-1981, program trends for 1973-1974 through 1980-1981, and summary tables for 1980-1981 on characteristics of Pell Grant recipients. Statistical tables include: the number of applications processed; the number of grant recipients; distribution of Pell Grant recipients by Student Eligibility Index range and family income, by family income and grant level, by Student Eligibility Index and grant level, by family income and educational cost, and by family income and net asset level; Pell Grant expenditures, recipients, and average grant by type and control of institution; distribution of grant recipients by state and control of institution; distribution of grant recipients by dependent student earnings; and distribution of validated grant recipients income by grant level. Information on applications from the Multiple Data Entry Application Processing System is included. (SW)

ED 274 248 HE 019 682

Smart, John C., Ed.
Higher Education: Handbook of Theory and Research. Volume II.
REPORT NO.- ISBN-0-87586-078-8
PUB DATE- Sep 86
NOTE- 462p.; For volume I, see ED 263 852.
AVAILABLE FROM- Agathon Press, Inc., 111 Eighth Avenue, New York, NY 10011 ($38.40, individuals; $48.00, institutions).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Information Analysis/State-of-the-Art Materials (070) Books (010)
DESCRIPTORS- Codes of Ethics; *College Administration; College Programs; Court Litigation; Curriculum Development; Decision Making; Declining Enrollment; Educational Benefits; *Educational Research; Equal Opportunities (Jobs); Financial Problems; *Higher Education; Institutional Mission; *Leadership; Mission Statements; Models; Professional Continuing Education; Program Evaluation; Public Policy; Research Methodology; Retrenchment; Sciences; Student Attrition
IDENTIFIERS- *Rate Of Return

Theory and research on the effectiveness of college operations are covered in 12 chapters. Current research on each topic is reviewed, with attention to conceptual and methodological issues, and an agenda for future research is offered. Chapter titles and authors are as follows: "Transformational Leadership in Colleges and Universities" (Kim S. Cameron, David O. Ulrich); "Managing Decline in American Higher Education" (Raymond F. Zammuto); "The Importance of Being General: Philosophy, Politics, and Institutional Mission Statements" (Gordon K. Davies); "Postscript to 'The Importance of Being General,' by Gordon K. Davies--The Campus as Chameleon: Rethinking Organizational Behavior and Public Policy" (John R. Thelin); "Affirmative-Action Employment Discrimination: The Higher Education Fragment" (Monique Weston Clague); "Evaluation Research and Educational Decision-Making: A Review of the Literature" (Jonathan Z. Shapiro); "Rates of Return to Higher Education: An Intensive Examination" (Larry L. Leslie, Paul T. Brinkman); "Research on Academic Programs: An Inquiry into an Emerging Field" (Clifton F. Conrad, Anne M. Pratt); "Trends and Issues in Curricular Development" (Cameron Fincher); "The Normative Structure of Science: Social Control in the Academic Profession" (John M. Braxton); "Theories of Student Departure Revisited" (Vincent Tinto); and "Emerging Perspectives on Continuing Professional Education" (Wayne D. Smutz, Mary Beth Crowe, Carl A. Lindsay). Author and subject indexes are included. (SW)

ED 274 261 HE 019 701

Partners for Quality: Preparing Higher Education for a Second Century of Change. Report of the Advisory Panel on the Future of Higher Education in North Dakota.

North Dakota State Board of Higher Education, Bismarck.

SPONS. AGENCY- Bush Foundation, St. Paul, Minn.
PUB DATE- Sep 86
NOTE- 98p.
AVAILABLE FROM- North Dakota State Board of Higher Education, State Capitol, Bismarck, ND 58505-0154.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Advisory Committees; Blue Ribbon Commissions; College Faculty; College Programs; College Role; Educational Finance; *Educational Policy; *Educational Quality; *Governance; *Higher Education; Institutional Mission; Public Colleges; *State Boards of Education; *Statewide Planning
IDENTIFIERS- *North Dakota

Key policy issues and 29 recommendations are considered in a report of the Advisory Panel on the Future of Higher Education in North Dakota. The panel focused on: system organization, educational access, college missions and roles, and the state's ability to continue its current level and type of service to students. Visits were made to the 11 state institutions, public hearings were held, and meetings were held with representatives of campuses, the community, the legislature and state agencies, the Board of Higher Education, and the media. Important issues in North Dakota and other states were finance, governance, and quality. Recommendations concern: developing a true state system of higher education in North Dakota, the State Board of Higher Education's role, dimensions of access to educational opportunity, the practice of open enrollment, mission and role statements in general and for specific colleges that have one- and two-year programs, faculty retention, program review, general education, transfer of credit, enrollment ceilings, remedial education, centers of higher education, cooperation across state boundaries, vocational-technical education, a funding formula for the state, budgeting by the board, tuition and financial aid, and resource sharing. Interviewees and documents that were consulted are listed. (SW)

Easter, Amanda Williams; And Others
Development of Instructor Support Feature Guidelines. Final Report.
LOGICON, Inc., San Diego, Calif.
SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, Texas.
REPORT NO.- AFHRL-TR-85-57(I)
PUB DATE- May 86
NOTE- 102p.; For the second volume of this report, see IR 012 295.
CONTRACT- F33615-84-C-0054
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Managed Instruction; Computer Simulation; Design; *Flight Training; Guidelines; *Instructional Systems; Research and Development
IDENTIFIERS- *Aircrew Training Devices; *Flight Simulation

This report is the first of two volumes which document the Instructor Support Feature (ISF) Guidelines for aircrew training. Designed to provide a communication vehicle among personnel involved in the acquisition process for new aircrew training devices (ATDs), these guidelines focus on the development of specifications for the instructional component within the total simulation system. This report is divided into four sections. The introduction presents background information on the project as well as the major conclusions reached through research and development activities. In the second section, the description of project activities that were conducted to develop the ISF guidelines provides a general overview followed by a detailed description of the major activities. The third section presents the findings of the investigations and analyses for each feature. The fourth section presents eight major conclusions and recommendations. A list of 14 references and a 26-item bibliography are also included, as well as a glossary of terms and a list of abbreviations and acronyms. Six appendices include a list of training sites visited, an interview guide used to collect data, a list of course documentation for various ATDs, an annotated listing of systems with advanced instructor support capabilities, a list of documentation on these systems, and a detailed comparison of internal ISS features among these four systems. (DJR)

ED 274 331 IR 012 319

Bates, A. W.
Television and Learning Systems (Distance Education). Papers on Information Technology No. 245.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- May 86
NOTE- 18p.; Paper presented at the World Congress in Education and Technology (Vancouver, British Columbia, Canada, May 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiovisual Aids; Cable Television; Case Studies; *Cognitive Processes; Communications Satellites; *Computer Simulation; *Distance Education; *Educational Television; Foreign Countries; Higher Education; Instructional Materials; Problems; Videodisks; Videotape Cassettes

Arguing that television has a very important role to play in distance education courses, this paper outlines some of the unique roles that television can play and gives examples of how television can provide learning material not otherwise available to distance learners and help in the development of thinking and learning. Examples of how television can be used for students working primarily at home are cited, including demonstrations of experiments or experimental situations; demonstrations of principles involving movement over space and/or time; provision of case-study materials; use of archival audiovisual materials; and the demonstration of processes. It is further argued that television can enhance the learning process by providing powerful audiovisual images through illustrations, modeling, and supplantation. It is pointed out that one problem with using television is that it is a weak medium for providing diagnosis and feedback of student learning. Other conditions that must be satisfied include: the need to match the program structure and style to the needs of different audiences; the importance of suitable transmission times for broadcast television; and the need for students to appreciate the relevance of the television material to the rest of their studies. The changing nature and value of videodisks and videocassettes for distance learners as a result of such technological developments as satellite and cable television are noted. It is concluded that the information technology revolution is having profound effects on television as well, and that computers and television can play complementary teaching roles and are best used in combination. (Author/DJR)

ED 274 359 IR 051 649

Robinson, Barbara M.
A Study of Reference Referral and Super Reference in California. Volume II: Appendices.
California State Library, Sacramento.
PUB DATE- Jun 86
NOTE- 140p.; For the narrative report, see IR 051 648.
CONTRACT- SL-38
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Cooperative Planning; Cost Effectiveness; Library Cooperation; *Library Networks; Library Services; Meetings; Models; *Public Libraries; Questionnaires; *Reference Services; *Referral; Regional Programs; *State Programs; *Statewide Planning; Surveys
IDENTIFIERS- Bay Area Reference Center CA; *California; Southern California Answering Network

Volume 2 comprises the appendices to the study reported in Volume 1. The following textual material is presented: (1) background material for the first regional meeting on reference referral in the state of California; (2) minutes and participation lists from the seven focus group meetings held from March 27 through April 23, 1986; (3) summaries of the regional meetings held in Cerritos on May 28, 1986, and in Oakland on May 30, 1986, including agenda, models, general summary of ranked functions, list of trade-offs, and participation lists; (4) sample survey questionnaires concerning Current Reference Center/BARC/SCAN (Parts 1-3) and Host/Potential Hosts (Parts 1 and 2); (5) a list of key meetings and key materials; and (6) selected press coverage. (KM)

ED 274 374 IR 051 667

Bengtson, Betty; And Others
University of Tennessee, Knoxville Library. Preservation Planning Program. Final Report.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.
PUB DATE- Aug 86
NOTE- 33p.; For additional reports in this series, see IR 051 665-666 and ED 267 808-809.
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, 1527 New Hampshire Avenue NW, Washington, DC 20036 ($10.00 prepaid).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Books; *Facility Planning; Financial Needs; Grants; Library Equipment; *Library Materials; *Library Planning; *Long Range Planning; Personnel Needs; *Preservation; Repair; Training
IDENTIFIERS- Book Restoration; *University of Tennessee Knoxville
This report is the result of a year-long preservation planning study at the University of Tennessee-Knoxville Library, during which four task forces investigated the physical condition of the collections, environmental conditions of the libraries, state of disaster preparedness, and organizational issues relating to preservation. Task force findings revealed that 15.5% of the book collection is in a deteriorated condition, that problems exist in the control of heat and humidity in the environment, that the library is poorly prepared to cope with a disaster, and that procedural and organizational changes are needed to deal adequately with preservation issues. The report details 75 recommendations to the director, the most significant of which is the appointment of a preservation officer. Other major recommendations concern environment, physical facilities and equipment; disaster preparedness and control; preservation decision-making and treatment; non-print materials, microforms and special collections; staff education and user awareness; organization; external relations; and grants. (KM)

Voegel, George H., Ed.
Advances in Instructional Technology. New Directions for Community Colleges, Number 55.
ERIC Clearinghouse for Junior Colleges, Los Angeles, Calif.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
REPORT NO.- ISBN-1-55542-980-7
PUB DATE- 86
NOTE- 111p.
CONTRACT- 400-83-0030
AVAILABLE FROM- Jossey-Bass Inc., Publishers, 433 California St., San Francisco, CA 94104 ($9.95).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Collected Works - Serials (022) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Communications Satellites; Community Colleges; *Computer Uses in Education; *Distance Education; *Educational Change; *Educational Technology; Instructional Systems; *Learning Resources Centers; *Telecourses; Two Year Colleges

The essays in this collection focus on recent advances in instructional technology and their use in community colleges. The collection includes: (1) "Telecourses: Using Technology to Serve Distant Learners," by Leslie N. Purdy; (2) "Satellites Stop Beeping and Start Teaching," by Peter Vander Haeghen; (3) "Change through Cooperation: The NILRC Model," by Jack A. Weiss and Ralph G. Steinke; (4) "Access with Excellence," by John E. Roueche, George A. Baker, III, and Suanne D. Roueche; (5) "Copyrights Revisited," by George H. Voegel; (6) "Educational Technology in Multicampus Community Colleges: A Decade of Change," by Gloria Terwilliger; (7) "Limited Edition: Small Community Colleges Adapt to New Technologies," by Carl D. Cottingham; (8) "Technology for Education: Promises and Problems," by Kamala Anandam; (9) "Instructional Technology Mix: Some Considerations," by George H. Voegel; and (10) "Sources and Information: Instructional Technology at Community Colleges," by Jim Palmer. (EJV)

ED 274 402 JC 860 526

Peterson, David L.
Retirement in Illinois Community Colleges, 1985-1986.
Illinois State Univ., Normal. Office of the President.
PUB DATE- 86
NOTE- 146p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Aging in Academia; College Faculty; Community Colleges; *Early Retirement; Employee Attitudes; *Personnel Policy; *Preretirement Education; Retirement; *Retirement Benefits; State Surveys; Teacher Attitudes; *Teacher Retirement; Trend Analysis; Two Year Colleges
IDENTIFIERS- *Illinois

This analysis of retirement planning and early retirement incentive plans in Illinois community colleges was drawn from a study of early retirement plans at each of the state's 39 community colleges, and a follow-up survey to clarify information in the documents and determine colleges' plans for the future. After introductory comments on the issue of the "aging professoriate" and the information sources for the analysis, chapter 1 provides a general discussion of retirement trends and attitudes nationally, including a review of research on employee attitudes toward retirement. Chapter 2 explores retirement in academe, summarizing several studies related to faculty attitudes toward retirement. Chapter 3 explores the history of the early retirement concept, the growth of early retirement programs in academia, the advantages and disadvantages of such programs, and attitudes toward early retirement. Chapter 4 considers various approaches to helping people plan for retirement, providing examples of pre-retirement programs. Financial aspects of early retirement are explored in chapter 5, which highlights early retirement incentive options and potential benefits of early retirement. Finally, chapter 6 examines early retirement in Illinois community colleges. This chapter describes the current retirement programs of Illinois community colleges, summarizes a study conducted by Illinois State University designed to determine the effectiveness of early retirement programs, and offers recommendations related to community college retirement programs. Appendices present survey responses to open-ended questions concerning community college retirement plans in Illinois, and survey instruments. (LAL)

ED 274 416 PS 015 942

Wenning, Jessie; Wortis, Sheli
Made by Human Hands: A Curriculum for Teaching Young Children about Work and Working People.
Multicultural Project for Communication and Education, Inc., Cambridge, MA.
PUB DATE- 85
NOTE- 58p.
AVAILABLE FROM- Multicultural Project for Communication and Education, Inc., 71 Cherry Street, Cambridge, MA 02139 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Characteristics; Day Care Centers; Educational Resources; *Family Life; *Learning Activities; Multicultural Education; *Preschool Children; *Preschool Curriculum; Preschool Education; *Work Experience

Intending to demonstrate how concepts and skills are intrinsic to high-quality early childhood curriculum and can be integrated into activities centering on the theme of work, this curriculum guide provides activities for implementation across a major portion of the school year. The curriculum is organized into sections dealing with work in the child care center, family, and community. Beginning with a summary list of objectives for following units, each section contains two or more units of activities and a discussion of why the particular content was chosen and how it is related to curriculum goals. Issues for parents and teachers to discuss are listed along with guidelines for defining priorities and particular goals. The main portion of each unit is the list of suggested activities. Many of the ideas are presented in an open-ended fashion so that each school and classroom teacher may incorporate their own ideas, activities, and sequences. Concluding remarks focus on ways teachers have extended the work theme to other curriculum areas. Related books for children and adults are listed, along with resources for teachers. (RH)

ED 274 476 RC 015 906

Miller, Michael K.; Farmer, Frank L.
Substantive Nonadditivity in Rural Sociological Research: A Note on Induced Collinearity and Measurement and Testing of Effects.
PUB DATE- Aug 86
NOTE- 28p.; Paper presented at the Annual Rural Sociological Society Meeting (Salt Lake City, UT, August 26-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Analysis; *Hypothesis Testing; Interaction; *Models; *Research Methodology; Research Problems; *Social Science Research; Sociology; *Statistical Analysis; Statistical Significance
IDENTIFIERS- *Collinearity; Variables

Theories employed to explain regularities in social behavior often contain explicit or implicit reference to the presence of nonlinear and/or nonadditive (i.e., multiplicative) relationships among germane variables. While such nonadditive features are theoretically important, the inclusion of quadratic or multiplicative terms in structural equations to model such features can cause significant methodological problems. This paper estimates a set of equations and formally examines how the inclusion of quadratic terms and multiplicative interaction terms contribute to the level of collinearity of ill-conditioning of the input data matrix and the precision of the parameter estimates. It also examines how effects of explanatory variables in nonadditive models can be measured and tested for statistical significance. The issues are exemplified by estimating a set of models for age-sex adjusted mortality in the United States in 1980. Results indicate that collinearity may not be as big a problem for linear structural social science models as is often believed. Although collinearity is increased by adding quadratic and/or multiplicative terms, the effects of the collinearity tend to be localized and entail only variables with a common base. Findings suggest that the substantive insight gained from including theoretically appropriate nonlinear and nonadditive terms outweigh the methodological problems they create. (Author/NEC)

ED 274 490 RC 015 933

Romain, Louise
U.S. Virgin Islands 1983-84 School Statistical Summary.
Virgin Islands Government Dept. of Education, Charlotte Amalie.
PUB DATE- 84
NOTE- 47p.; For the 1982-83 summary, see RC 015 932.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Numerical/Quantitative Data (110)
DESCRIPTORS- Average Daily Attendance; Demography; Dropout Rate; Educational Facilities; Elementary Secondary Education; *Enrollment; Expenditure per Student; Graduates; Operating Expenses; *Private Schools; *Public Schools; *School Demography; School Holding Power; *School Statistics; Small Schools; *Student Characteristics; Teacher Characteristics; Teacher Student Ratio
IDENTIFIERS- *Virgin Islands

The 1984 edition of the United States Virgin Islands School Statistical Summary presents narratives, 48 tables, and 7 graphic illustrations of education in public and private elementary and secondary schools during the 1983-84 school year. Tables provide data on the U.S. Virgin Islands demography and economy, enrollment and average daily attendance, revenues and expenditures, staff characteristics, pupil teacher ratio, student nationality and citizenship, graduates, dropouts, withdrawals, retention, and school property values and facilities. Graphs show enrollment, student place of birth, student residence, graduates, and repeaters. Public school enrollment increased to 26,136 or 79.5 percent of student population; private school enrollment decreased 4.5 percent to 6,757 or 20.5 percent of student population. The Department of Education operated 26 elementary and 9 secondary schools with 93.4 percent average daily attendance; approximately 32 private schools operated during the year. Per pupil expenditure for the public schools was $2,694; local expenditures as percent of income per capita was 36.1 percent. Public school classroom teachers numbered 1,683 with 88 percent having at least a baccalaureate degree. Overall public school dropout rate was 2.6 percent. (LFL)

ED 274 504 RC 015 953

Indian Health Care. Summary.
Congress of the U.S., Washington, D.C. Office of Technology Assessment.
PUB DATE- Apr 86
NOTE- 53p.

GRANT- OTA-H-291
AVAILABLE FROM- Superintendent of Documents, U.S., Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- American Indian Reservations; *American Indians; Delivery Systems; Demography; Disease Incidence; Eligibility; Expenditures; *Federal Indian Relationship; Financial Support; *Health Needs; *Health Services; Hospitals; *Medical Care Evaluation; *Policy Formation; Public Policy; Self Determination; Tribes; Trust Responsibility (Government); Urban American Indians
IDENTIFIERS- *Indian Health Service

Undertaken at the request of House and Senate committees with responsibility for Indian affairs and government health programs, this study examines the health status of Indians and the services and technologies that are provided to them through Federal Indian health programs. The first half of the report contains background information and the population eligible for care from the Indian Health Service (IHS), a summary of Federal policy toward Indians and its effect on health services, and a description of the organizational structures and services of the IHS. Other topics are Federal expenditures for Indian health care and the health status of Indians as compared to the population as a whole. The second half of the report examines major issues in Federal-Indian health policy. Top priority issues are: eligibility and entitlement, resource allocation and scope of service, availability and adequacy of resources, and self-determination. For each issue there is a summary of the current situation, the IHS proposed change, and the options proposed by the Office of Technology Assessment. Additional issues discussed are: urban Indian health programs, congressional control of Federal Indian health care policies, and management issues concerning IHS. (JHZ)

Fredericks, Anthony D.; And Others
The Science Discovery Book Grades 4-6.
REPORT NO.- ISBN-0-673-18344-0
PUB DATE- 1 Oct 86
NOTE- 77p.
AVAILABLE FROM- Good Year Books, Scott, Foresman and Company, 1900 East Lake Ave., Glenview, IL 60025 ($9.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biology; Earth Science; Elementary Education; *Elementary School Science; *Experiential Learning; Intermediate Grades; Learning Activities; Physical Sciences; *Process Education; *Science Activities; Science Education; *Science Experiments; *Science Instruction; Skill Development

Developed to supplement and enhance regular science texts and programs, this collection of activities, experiments, and ideas aims to involve middle school students in the processes of science. The 42 projects in this book have been drawn from daily living experiences and focus on providing students with a better understanding of science related to the life, physical and earth sciences. Different grouping strategies and instructional formats are suggested for the teacher. Specific directives are provided on how to use this book and guidelines are stated for teaching about the processes of science and the scientific inquiry technique. Major sections include: (1) life science activities (featuring projects dealing with seeds, plants, trees, animals, and the human body); (2) physical science activities (addressing concepts related to force, water, heat, sound, magnetism, electricity, and light); and (3) earth science activities (containing materials which focus on weather, the solar system, soils, water, and the atmosphere). (ML)

Molteno, Marion
Teaching Britain's Community Languages: Materials and Methods with Examples from Teaching Urdu.
Centre for Information on Language Teaching and Research, London (England).
REPORT NO.- ISBN-0-948003-65-0
PUB DATE- 86
NOTE- 111p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Elementary Secondary Education; Foreign Countries; Foreign Nationals; Immigrants; *Instructional Materials; Language Skills; Limited English Speaking; Literacy Education; Material Development; *Media Selection; Multilingual Materials; *Native Language Instruction; *Reading Instruction; Second Language Instruction; Skill Development; Uncommonly Taught Languages; *Urdu
IDENTIFIERS- *Great Britain

This methods and materials guide for native language instruction for immigrants in British elementary and secondary schools includes discussions of the needs of the learners, the traditional approach to native language instruction, experimentation with new methods through bilingual books, the teaching of reading for information and pleasure, the evaluation of new books for secondary instruction, the designing of a curriculum to teach language skills other than reading, and the preparation of instructional materials for classroom use. The guide is not language-specific, but it contains illustrative examples from Urdu. General references and references for Urdu teaching materials are appended. (MSE)

ED 274 203 FL 016 087

Smith, Frances L.
Is Role Playing an Effective EFL Teaching Technique?
PUB DATE- 86
NOTE- 10p.; In: WATESOL Working Papers, Number 3, Spring 1986; see FL 016 085.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; Communication Skills; Cross Cultural Training; *English (Second Language); *Instructional Effectiveness; Intercultural Communication; Interpersonal Relationship; Language Skills; *Role Playing; Second Language Instruction; *Skill Development

The literature on role-playing as a classroom instructional technique for English as a second language has addressed its benefits in improved acquisition of language or linguistic skills, communicative skills, cross-cultural skills, and interpersonal skills. However, promoters of role-playing may have set their goals too high and may be wasting class time that could be devoted to more academic and vocational communicative objectives. Conversational routines are easy to manipulate but very difficult to instill in students. While traditional teaching methods reward the "memorizers" (introverts), and methods based on the goal of communicative competence reward the "actors" (extroverts), psycholinguists have not yet proven one learning style to be inherently superior to another. Role playing may be less effective in actual practice than it seems in theory. (MSE)

ED 274 220 FL 016 104

A Parent Involvement Model for Use with Limited English Proficient High School Students: The Vocationally Oriented Bilingual Curriculum. English-Lao.

Arlington County Public Schools, Va.; Trinity Coll., Washington, D.C.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 86
NOTE- 60p.; Developed by the Trinity-Arlington Teacher and Parent Training for School Success Project. For related documents, see FL 016 103-107.
GRANT- G00-83-02061
LANGUAGE- Lao; English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Acculturation; *Career Guidance; Curriculum Guides; English (Second Language); *English for Special Purposes; High Schools; Immigrants; *Job Search Methods; Lao; *Limited English Speaking; Multilingual Materials; *Parent Participation; Uncommonly Taught Languages

Materials for use by the parents of native Lao-speaking high school students in a vocationally-oriented bilingual secondary program include a series of home lessons, provided simultaneously in English and Lao and designed to be done with the high school student. The lessons concern back-to-school night, understanding American schools, the importance of a high school diploma, attendance rules, making a family tree, career orientation, charting the weather, participating in clubs and extracurricular activities, looking at job applications, preparing for a job interview, volunteer jobs, time management, homework, preparing for college, working with a guidance counselor, career planning, knowing the school police officer, how to look for a job in the classified ads, remembering American and native holidays, writing a resume. The materials are intended to help develop a supportive, collaborative relationship between parents and students and to supplement and reinforce the content of the school's English-as-a-second-language curriculum. (MSE)

ED 274 304 HE 019 784

Trends in Tuition and Other Basic Student Charges, 1963-64 through 1985-86 with Typical Student Costs, 1980-81 through 1984-85. Report No. 19-86.

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

PUB DATE- Aug 86
NOTE- 135p.; Some tables contain small type.
AVAILABLE FROM- Office of Institutional Research, State University of New York, State University Plaza, Albany, New York 12246.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Housing; Commuting Students; *Fees; Graduate Students; Higher Education; In State Students; On Campus Students; Out of State Students; State Surveys; *State Universities; *Student Costs; Trend Analysis; *Tuition; Undergraduate Students
IDENTIFIERS- *State University of New York

Data on tuition and other student costs for the State University of New York (SUNY) are presented, along with a brief narrative summary. Information is provided on: in-state and out-of-state tuition charges for graduate and undergraduate students, 1980-1986; trends in undergraduate and graduate student tuition and other charges by program level, 1963-1986; trends in tuition and required fees for each SUNY campus and for specialized colleges, 1980-1986; trends in basic student charges for undergraduate students, graduate students, students living in campus residence halls, and all other students, by campus, 1980-1986; and trends in the distribution of other basic student charges (books and supplies, transportation, personal, and miscellaneous) for students living in campus residence halls, students living in noninstitutional housing in the community, and commuter students, by campus, 1980-1986. The data show that tuition charges have not consistently increased but rather have gone in steps, remaining constant for a period of time, then making a jump. A standard college fee and student activity fee are charged to students in the state-operated institutions, excluding the statutory colleges. (SW)

IR

ED 274 344 IR 051 633

Frantz, John C.; Cohen, Nathan M.

The Federal Government and Public Libraries: A Ten-Year Partnership, 1957-1966.

Department of Health, Education, and Welfare, Washington, D.C.

PUB DATE- Jul 66
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Bookmobiles; *Federal Aid; Federal Government; *Federal Programs; Financial Support; Library Circulation; Library Expenditures; *Library Facilities; Library Personnel; *Library Services; Library Statistics; Outreach Programs; *Public Libraries; Rural Areas; State Aid; State Libraries; Tables (Data)
IDENTIFIERS- *Library Funding; *Library Services and Construction Act

The background, provisions, and administration of the Library Services Act and the Library Services and Construction Act (LSCA) are explained. Federal, state, and local roles in financing and staffing are detailed, and various library programs are discussed. Continuing public library needs in the areas of service and construction are presented. Seven tables and three charts provide statistics on expenditures, professional staffing, program activity, book circulation, public library buildings, and funding for each state and U.S. territory. (KM)

ED 274 447 PS 016 071

Towards Universalization of Primary Education in Asia and the Pacific: Country Studies--Bangladesh.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE- 84
NOTE- 69p.; In: "Towards Universalization of Primary Education in Asia and the Pacific: Country Studies"; see PS 016 069.
AVAILABLE FROM- UNIPUB, 10033/F, Martin Luther King Jr. Highway, Lanham, MD 20706-4391 (Complete volume $52.50 in U.S. funds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational History; Educational Legislation; *Educational Policy; *Elementary Education; *Equal Education; Foreign Countries; *Nonformal Education; Program Descriptions; *School Administration; *School Organization
IDENTIFIERS- *Bangladesh

The six chapters of this publication describe primary education in Bangladesh. Chapter 1 traces the development of primary education through British, Pakistani, and post-independence periods. Chapter 2 briefly reviews constitutional and legal mandates for primary education in Bangladesh. Chapter 3 describes the general organization and administration of the school system. Chapter 4 discusses non-formal education and its linkage with formal schooling. Chapter 5 points out key features of Bangladesh national policy and plans for universal primary education. Conclusions are offered in Chapter 6, emphasizing the expediency of developing a system of non-formal primary education which would be linked to the formal system via multiple entry points. (RH)

ED 274 532 SE 047 227

Sigford, Ann
Winter Nature Study for Middle School Children and Their Parents. A Course for Parents and Children.
Minnesota Univ., Minneapolis.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 82
NOTE- 104p.; For related documents, see SE 047 223-226, and SE 047 228. Photographs may not reproduce well.
GRANT- 07872
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Ecology; Elementary Education; *Elementary School Science; *Environmental Education; Intermediate Grades; *Outdoor Activities; Outdoor Education; Parent Child Relationship; Parent Materials; Parent Participation; *Science Activities; Science Education; *Science Instruction; Science Materials; Teaching Guides
IDENTIFIERS- Birds; Informal Education; Parent Child Program; *Winter

Designed to be a supplement to a short course for middle school children and their parents, this document provides learning experiences for studying ecology during the winter. The purposes of the course are to introduce families to the pleasures of outdoor field exploration and to give them a basic ecological framework as well as specific skills that they can use to explore the out-of-doors. Under the general topic of winter ecology there are sections devoted to: (1) snow field studies; (2) catching snowflakes; (3) determining wind chill; (4) building a snow shelter; (5) snowshoeing/skiing; (6) dogsledding; (7) ice ecology; (8) acid precipitation; (9) animal tracking; (10) bird feeder observations; and (11) bird banding. Each section includes an overview of the topic and descriptions of all of the activities that will be taught in that section. Included in some of the sections are descriptions of learning activities to be done at home. (TW)

Kubrusly, M. Helena

Does the Teacher Make a Difference? A Study on the Correlation between Learners' Perceptions of Their Teachers and Their Reactions to the Topics Covered during the Course.

PUB DATE- Sep 84
NOTE- 94p.; M.A. Thesis, University of Lancaster. Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (20th, Brighton, England, April 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Course Content; Foreign Countries; Research Methodology; *Student Attitudes; *Teacher Education; *Teacher Student Relationship

A study of the relationship of the student-teacher interaction and student reactions to course content found that the student perceptions of the enjoyment, difficulty, and usefulness of the different course components were positively correlated with their perceptions of the different tutors teaching those components. The students' reactions to course content were measured on a pre- and post-course questionnaire, and their perceptions of the teachers were measured with a repertory grid technique eliciting comparisons of constructs as they related to the three teachers and six other students. The use of this research method was not found to present any new problems. (MSE)

ED 274 173 FL 016 012

Graham, C. Ray
Beyond Integrative Motivation: The Development and Influence of Assimilative Motivation.
PUB DATE- Mar 84
NOTE- 14p.; In: On TESOL '84. A Brave New World for TESOL. Selected Papers from the Annual Convention of the Teachers of English to Speakers of Other Languages (18th, Houston, Texas, March 6-11, 1984); see FL 016 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acculturation; Educational Research; English (Second Language); Intercultural Communication; Language Acquisition; *Language Fluency; Language Research; *Learning Motivation; *Learning Processes; Research Methodology; *Second Language Learning; *Speech Skills; Student Motivation

Research suggests that assimilative motivation is largely responsible for the development of native-like speech in both first and second languages. Analysis of anecdotal evidence of early bilingual development, studies of dialect acquisition, bilingual immersion programs, and studies of language pidginization illustrating the development of assimilative motivation in children shows that this motivation begins to decrease in adolescence in most speakers. This does not assume that learners must be assimilatively motivated in order to develop a high second language proficiency level, because many learners who are instrumentally motivated develop enough second language facility to satisfy communicative language function requirements. However, without assimilative motivation, these learners are not likely to acquire all the characteristics of native-like speech. If the effects of assimilative motivation are to be understood thoroughly, actual observational studies must be performed on subjects of varying ages placed in diverse second language environments. Only through direct observation of individuals immersed for extended periods of time can the quality and quantity of interaction between second language learners and second language community members be measured. (MSE)

ED 274 188   FL 016 027

Pennington, Martha C.
Effective Administration of an ESL Program.
PUB DATE- Mar 84
NOTE- 17p.; In: On TESOL '84. A Brave New World for TESOL. Selected Papers from the Annual Convention of the Teachers of English to Speakers of Other Languages (18th, Houston, Texas, March 6-11, 1984); see FL 016 005.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)

Speeches, Conference Papers, "Papers Presented at..." (150)
Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Administrator Characteristics; Administrator Education; *Administrator Role; Concept Formation; *English (Second Language); Interpersonal Competence; Leadership Qualities; Management Teams; *Program Administration; Second Language Instruction; Skill Development; Specialization

Robert Katz's model of the effective administrator, based on essential technical, human, and conceptual skills, offers a useful framework for the administrator of a program in English as a second language (ESL). The technical, human, and conceptual skills specific to the ESL program environment are outlined and illustrated, and Katz's estimation of the relative importance of the several skill areas at different levels of administration and his technique of creating administrative teams are applied to the ESL program. Limitations on the development or enhancement of the skills in particular individuals in the ESL program context are examined, and it is suggested that Katz's model points to a need for greater emphasis on practical experience and training for administrative positions in this field. (MSE)

ED 274 235 HE 019 661

Pell Grants. End-of-Year Report 1981-82.
Office of Student Financial Assistance (ED), Washington, DC.
PUB DATE- 83
NOTE- 180p.; For related documents, see HE 019 658-663.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; College Students; Dependents; Eligibility; Expenditures; Family Income; *Federal Aid; Federal Programs; *Financial Aid Applicants; *Grants; Higher Education; Program Costs; Self Supporting Students; Student Costs; *Student Financial Aid; Trend Analysis
IDENTIFIERS- *Basic Educational Opportunity Grants; *Pell Grant Program

A status report for the Pell Grant Program (formerly called Basic Educational Opportunity Grant Program) for the 1981-1982 academic year is presented. Included are a description of highlights of the program for 1981-1982, program trends for 1973-1974 through 1980-1981, and summary tables for 1980-1981 on characteristics of Pell Grant recipients. Statistical tables include: the number of applications processed; the number of grant recipients; distribution of Pell Grant recipients by Student Eligibility Index range and family income, by family income and grant level, by Student Eligibility Index and grant level, by family income and educational cost, and by family income and net asset level; Pell Grant expenditures, recipients, and average grant by type and control of institution; distribution of grant recipients by state and control of institution; distribution of grant recipients by dependent student earnings; and distribution of validated grant recipients income by grant level. Most of the these statistics are also broken down for dependent and independent students. Information on applications from the Multiple Data Entry Application Processing System is included. (SW)

ED 274 276 HE 019 716

Student Source Survey, Summer and Fall Terms, 1981. First Time Entering Freshmen and Transfer Students. Alabama Public Senior Institutions.

Alabama State Commission on Higher Education, Montgomery.

PUB DATE- Jul 83
NOTE- 244p.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Freshmen; *College Transfer Students; *Enrollment Trends; Foreign Students; *Geographic Distribution; Higher Education; In State Students; Out of State Students; *Private Colleges; *Publiccolleges; *Racial Distribution; School Location; State Colleges; State Universities; Two Year Colleges
IDENTIFIERS- *Alabama

Results of the fall 1981 Student Source Survey of the Alabama Commission on Higher Education are presented. The geographic locations of the public senior and junior colleges and private senior and junior colleges are shown with maps. Data are provided on: the relative participation of first-time entering (FTE) freshmen by county, FTE-freshmen as a percent of high school graduates, and the counties supplying FTE-freshmen for 14 colleges and universities. For each of the 14 institutions, data are provided for 1972, 1975, and 1981 on: total undergraduate enrollment, total FTE-freshmen enrollment, number of in-state and out-of-state FTE-freshmen, number of FTE-freshmen from home and adjoining counties, and foreign FTE-freshmen enrollment. For each institution, data are also included on the number of transfer students, including in-state and out-of-state transfers, along with the sector from which the student transfered. Additional information includes: the percentage of white and black FTE-freshmen by county and by institution, the percentage of white and black transfer students. The survey instrument is appended, along with summary statistics on the responses. (SW)

ED 274 462 PS 016 088

Falmagne, Rachel Joffe
Individual Differences in the Use of Mental Imagery in Deductive Inference. Final Report.
SPONS. AGENCY- Spencer Foundation, Chicago, Ill.
PUB DATE- Mar 85
NOTE- 60p.
GRANT- 99925-01
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Processes; *Deduction; *Difficulty Level; Elementary School Students; Grade 5; *Imagery; *Individual Differences; *Inferences; Intermediate Grades

Investigated were the role of mental imagery in children's logical reasoning and individual differences in children's use of imagery while reasoning. Fifth grade students assessed as being high imagers (HIS) and low imagers (LIS) completed conditional syllogisms of various kinds and were asked, after each of their responses, whether an image had occurred to them in the course of solving the problem. Results indicated that (1) HIS and LIS groups were differentiated in terms of their imagery reports when the content of the problem was low in imagery value; (2) both groups

appeared to use imagery for inferences which do not yield either a definite "yes" or "no" conclusion; (3) for inferences of intermediate difficulty, LIS appeared to use imagery unsuccessfully, while HIS appeared to use it successfully. This difference does not seem to be due to a general difference in ability, as both groups' performance on a different, difficult memory task was equivalent. It is thought that this difference may stem from the fact that LIS may not have adequate procedures for integrating imagery with abstract verbal processes. A number of other results of general interest are also reported and discussed. Taken together, results provide preliminary evidence that the imageability of material included in problems does not have a facilitative effect for all students. A three-page list of references, nine data tables, and seven graphs are appended. (RH)

ED 274 204 FL 016 088

Li, Wen-hui

Research on the Cloze Procedure as Measurement of Reading Comprehension and Its Use in the EFL Classroom.

PUB DATE- 86
NOTE- 11p.; In: WATESOL Working Papers, Number 3, Spring 1986; see FL 016 085.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cloze Procedure; *English (Second Language); *Language Tests; *Reading Comprehension; Second Language Instruction; Test Construction; Test Reliability; *Test Use; Test Validity

The paper reviews the ways in which the cloze testing procedure measures the reading comprehension skills of students in the English as a foreign language (EFL) classroom. The construction and scoring of the test and the interpretation of the scores are discussed and the reliability and validity of the cloze procedure for testing reading skills are explored. Evidence suggests that the cloze procedure is a more reliable testing tool in the EFL classroom than the traditional reading comprehension multiple choice examination. In general, the cloze test is a practical and powerful measurement. Although more research of the tests must be done, the cloze reading comprehension test, a component of testing, can play an important role and is expected to be used more extensively by EFL teachers. (TR)

ED 274 262 HE 019 702

Criteria for University Status. Background Paper for the North Dakota State Board of Higher Education.

North Dakota State Board of Higher Education, Bismarck.

PUB DATE- Sep 86
NOTE- 48p.; Prepared by the staff.
AVAILABLE FROM- North Dakota State Board of Higher Education, State Capitol, Bismarck, ND 58505-0154.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Evaluation Criteria; Higher Education; *Institutional Characteristics; *Institutional Mission; *State Boards of Education; State Legislation; *State Universities
IDENTIFIERS- *College to University Conversion; *North Dakota

Background information and recommendations are offered about criteria the North Dakota Board of Higher Education might adopt for deciding whether an institution under its governance should be named a university. Consideration is given to the history of the issue in North Dakota, criteria used in other states, and how North Dakota's public institutions relate to the criteria. Results of two analyses are also presented: one comparing Minot State College with a number of similar institutions in the United States, and the other comparing North Dakota with other western states in terms of the number of universities provided by the state. It is noted that the Board needs to decide whether names reflect institutional missions or not. Mission-based approaches include: relating institutional names to their missions; relationships among institutions, and geographic access to institutional missions. Name-based approaches include the prestige of the university name, geographic access to institutional names, and patterns of names in other states. Cost considerations vary, depending on the approach chosen. Criteria that the Board could use for three types of institutions are outlined, regardless of how the naming issues is resolved. Appended is a chronological outline of legislation, constitutional amendments, and Board actions involving name changes. (SW)

ED 274 291 HE 019 770

Fitzpatrick, Bonnie; And Others
Going to College...How To Do It. Fourth Edition.
Montgomery County Public Schools, Rockville, MD. Guidance Dept.
PUB DATE- 86
NOTE- 27p.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Admission Criteria; *College Admission; College Applicants; *College Bound Students; *College Choice; College Day; College Entrance Examinations; Evaluation Criteria; Higher Education; High Schools; *High School Students; Institutional Characteristics; Selective Colleges; Student Costs; Student Financial Aid

Guidelines for choosing a college are directed to high school students, and specifically students in Montgomery County, Maryland public schools. After briefly describing what is offered by two-year and four-year colleges, information is provided on what college admissions committees look for in making admissions decisions, such as class rank. The following criteria for choosing a college are identified: admission requirements, class size, costs, program offerings, quotas, college size, special needs, location, sponsorship, academic atmosphere, grading policies, handling student problems, prestige, social structure, and type of student body. Seven types of admissions programs are explained, such as early decision and midyear admission. Also considered are sources of information for students and nine myths. Six tests college-bound students may need to take are briefly described, and tips are offered on how students can market themselves to colleges. Appendices include: a list of steps students should pursue in college planning for grades 9, 10, 11, and 12; a glossary; information on student financial aid and college expenses; a selected list of colleges classified as "most competitive," "highly competitive," and "very competitive"; a list of predominantly black colleges by state; and a list of colleges that participated in the spring 1985, Montgomery County College Fair. (SW)

ED 274 318 IR 012 295

Easter, Amanda Williams; And Others
Instructor Support Feature Guidelines. Final Report.
LOGICON, Inc., San Diego, Calif.
SPONS. AGENCY- Air Force Human Resources Lab., Brooks AFB, Texas.
REPORT NO.- AFHRL-TR-85-57(II)
PUB DATE- May 86
NOTE- 197p.; For the first volume of this report, see IR 012 294.
CONTRACT- F33615-84-C-0054
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Managed Instruction; Computer Simulation; Design; *Flight Training; Guidelines; *Instructional Systems; Man Machine Systems; Research and Development; Systems Development; Teacher Role
IDENTIFIERS- *Aircrew Training Devices; *Flight Simulation

This report is the second of two volumes which document the research and analysis project that resulted in the development of Instructor Support Feature (ISF) Guidelines. These guidelines are intended to aid operational users from the Air Force major commands, Simulator Systems Program Office procurement personnel, and contractors in the development and procurement of instructor support systems for future aircrew training devices (ATDs). The first of four sections in this volume introduces the contents and purpose of these guidelines and provides an overview of their background and development. The second section explains the concept of the Instructor Support System (ISS) and the functions it serves, while the third presents a systematic approach for the selection of instructor support features. Intended for use during system development, the fourth section presents and discusses a format for providing the operational information needed to implement the instructor support system features selected. Also included are: a list of six primary references; a glossary of terms; a list of abbreviations and acronyms; a subject index to the report; and seven appendices. Appended materials include a list of documents pertaining to specific aircrew training devices; a four-page bibliography; a sample specification illustrating the use of these guidelines; a list of training sites visited with dates; a task commonality analysis; and samples of two basic task module types--flight and procedural. (DJR)

ED 274 345 IR 051 634

Watson, David G.
Guidelines for the Organization of Short Courses and Workshops on the Dissemination of Data in Science and Technology.
United Nations Educational, Scientific and Cultural Organization, Paris (France). General Information Programme.

REPORT NO.- PGI-86/WS/11
PUB DATE- Apr 86
NOTE- 79p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reference Materials - Bibliographies (131)
DESCRIPTORS- Administration; Biological Sciences; Course Evaluation; *Curriculum Design; Developing Nations; *Educational Planning; *Information Dissemination; Marketing; Online Systems; Physical Sciences; Reference Services; *Scientific and Technical Information; Space Sciences; Teaching Methods

This document presents guidelines on the organization of short courses and workshops on the dissemination of data in science and technology. Such courses can be either of a "stand-alone" nature or they can constitute scientific data components of more general courses in information science. These courses are intended for documentalists, information officers, and librarians who deal with scientific and technological information, as well as scientific research workers. The guidelines have been prepared for the teachers and organizers of such courses. Four major themes are considered: (1) curriculum design; (2) instructional methods; (3) planning and administration; and (4) course evaluation. An extensive bibliography of course curriculum topics is included, and it is suggested that, with appropriate updating, the complete listing or selected portions of it might usefully be made available to the students of these courses. Four appendices contain the aforementioned 38-page bibliography; a directory of data sources for 12 branches of science and technology; an inventory of data sources on seven topics; and a listing of eight guides for the presentation of data. (Author/KM)

ED 274 360 IR 051 651

Jones, Beverly L.
Ability of Municipalities and Counties in Oklahoma to Support Adequate Library Services.
Oklahoma State Dept. of Libraries, Oklahoma City.
PUB DATE- 84
NOTE- 40p.; Document contains light type. Used as basis for grant offering (Library Services and Construction Act), 1986.
LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Community Resources; *County Libraries; Financial Needs; *Financial Support; Library Services; Mathematical Formulas; *Municipalities; *Public Libraries; State Legislation
IDENTIFIERS- *Oklahoma

The study looks at sources of income, both legal and practical, identifies reasonable levels for library support, compares sources of governmental revenue and the costs of providing adequate library services, and develops mathematical formulas that can be used as measures of the city's or county's ability to support library services. The study also recommends uses of the formulas and applies the formulas to all counties in the state and to selected municipalities. Statistical data are presented in Table 1 and Figures 2 through 5, and two appendices contain discussions of current legislation and proposed minimum criteria for establishing public library service. Sources for the study are documented in the endnotes. (Author/KM)

ED 274 375 IR 051 670

Crowther, Warren

Tailoring Information Strategies for Developing Countries: Some Latin American Experiences.

PUB DATE- 84
NOTE- 12p.; Paper presented at the Annual Meeting of the American Society for Information Science (Philadelphia, PA, October 21-26, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Developing Nations; Human Resources; Information Needs; Information Networks; Information Science; Information Sources; *Information Systems; *Information Technology; Information Utilization; *Systems Development; *Technological Advancement
IDENTIFIERS- Information Strategies; *Latin America

This article addresses the conditions of developing countries which must be taken into account in developing information strategies for their public and educational institutions or projects. Its central argument is that newer information science concepts, although they demand technological and conceptual sophistication, can be useful in the transition from an information-poor society toward information richness; however, they have to compete in practice with a continuing flood of modern and less demanding concepts which lead towards the traps of a poor-information society, or a society with information, but without the power or decision-making effectiveness that should go with it. To demonstrate this point, 24 design principles for information strategies obtained directly from recent experience in the public sector and universities in 20 Latin American countries are enumerated. These principles are proposed as specifications for technical cooperation with Third World countries in general. Additional information is provided in 11 endnotes. (KM)

ED 274 389 JC 860 511

Leslie, Judith W., Ed.
Computers Serving Students: The Community College Way. CAUSE Monograph Series, 1986.
CAUSE, Boulder, Colo.
PUB DATE- 86
NOTE- 124p.; Funding provided by International Business Machines Corporation.
AVAILABLE FROM- CAUSE Publications, 737 Twenty-Ninth St., Boulder, CO 80303 ($6.00 members; $12.00 nonmembers)
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- *College Administration; *College Instruction; Community Colleges; *Computer Assisted Instruction; Computer Oriented Programs; Computers; *Computer Uses in Education; Delivery Systems; *Educational Technology; Program Descriptions; Two Year Colleges

This monograph provides descriptions of the use of computers in seven community colleges. Each includes background information about the institution's history, facilities, programs, and students, while focusing on the computing environment, its background, current status, and future. First, "Computers in Community Colleges," by Judith W. Leslie offers a general discussion of the use of information technologies in community colleges, examining patterns in computing services related to student recruitment, assessment, record-keeping, instructional delivery, and student assistance. Subsequent chapters include essays on the Dallas County Community College District by James Hill; Maricopa County Community College District by Ronald D. Bleed; Mercer County Community College by Joseph P. Balabon; Miami-Dade Community College by H. Phillip Nicely; North Central Technical College by Warren H. Groff; Pima County Community College District by Judith W. Leslie; and Southwestern College by Allan MacDougall. Finally, Judith W. Leslie reviews major patterns reflected in these descriptive essays as they relate to institutional environment, computing background, current computing practices, and plans for the future. (LAL)

ED 274 403 JC 860 527

Smith, Milton L.
Part-Time Faculty in Private Junior Colleges: 1985-86.
Southwest Texas State Univ., San Marcos. Dept. of Educational Administration and Psychological Services.
PUB DATE- Nov 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Church Related Colleges; *College Faculty; Educational Trends; *Employment Patterns; National Surveys; *Part Time Faculty; Personnel Policy; *Private Colleges; *Teacher Characteristics; Teaching Load; *Two Year Colleges

In spring 1986, a national study was conducted to assess the status of part-time faculty in private two-year colleges. Questionnaires were mailed to 142 institutions in 37 states, including 68 independent non-profit colleges, 64 church-related colleges, and 10 independent for-profit colleges. Study findings, based on an overall usable response rate of 60%, included the following: (1) 98.82% of the 85 responding colleges employed part-time faculty; (2) the independent for-profit colleges employed the highest percentage of part-time faculty (76%), while the church-related colleges employed the lowest percentage (38%); (3) 35% of the colleges reported an increase in the number of part-time faculty employed, 16% reported a decrease, and 49% indicated that the number had remained the same as the previous year; (4) 47% of the colleges reported that one course per semester or quarter was the average teaching load of part-time faculty; (5) 40% reported that part-time faculty were paid more than $1000 per course taught; (6) 72% provided some office space for most part-time faculty; (7) 62% indicated that part-time faculty were not required to hold office hours; (8) in only 5 of the 84 colleges responding to this item did part-time faculty receive the same fringe benefits as full-time faculty; (9) most institutions indicated that their part-time faculty had the same amount of formal education and teaching experience as their full-time faculty; (10) 74% of the colleges reported that a majority of their part-time faculty were employed elsewhere, either full- or part-time; and (11) the reason given most frequently for employing part-time faculty was to accommodate enrollments which did not justify full-time faculty. (EJV)

ED 274 417 PS 015 969

Schwerin, Ursula

"Ahead" to Basics.
PUB DATE- Jul 83
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Access to Education; *Basic Skills; *Educational Change; Elementary Secondary Education; *Equal Education; *Futures (of Society)

With a view toward the future, this paper raises and begins to answer the following four questions about education in tomorrow's world. First, will the "basics" as presently defined continue to be the basics, and if so, is society ready to support them? Second, are there new basics which must be integrated into school curricula, and, if so, what are they? Third, how can citizens be certain that ever increasing bodies of knowledge can be made available to the curious minds of children? Fourth, are Americans ready to commit themselves through concerted action to the principle that education is a basic human right? The article ends with the open question: Are Americans, as a nation, ready to pay the price for excellence that the future demands? (RH)

ED 274 432 PS 016 043

Hayes, Karen N.
Exploring Children's Knowledge about Animals and Cartoon Characters.

PUB DATE- Aug 85
NOTE- 12p.; Paper presented at the Annual Convention of the American Psychological Association (93rd, Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; Animals; Cartoons; *Cognitive Development; Elementary School Students; Identification; *Knowledge Level; *Memory; Preschool Children; Preschool Education; Primary Education; *Young Children

In two phases, this study examined age-related changes in children's knowledge about two familiar domains and how these domains are organized in permanent memory. Forty 5-year-olds and 40 7-year-olds from a small academic community generated exemplars from the animal and cartoon character domains and provided information about sets of animals and cartoon characters. It was found that the production of exemplars increased with age, and children tended to report more animals than cartoons. Interpretations of clusters evident in children's protocols were similar for each age and reflected prior knowledge. The production of information also increased with age, and varied according to type of information and domain. It was concluded that the findings provide evidence of age changes in knowledge and serve as a critical base for future examinations of the influence of prior knowledge on memory. (Author/RH)

ED 274 505 RC 015 954

Crook, Karen A.; And Others
1980 Census of Population: American Indians, Eskimos, and Aleuts on Identified Reservations and in the Historic Areas of Oklahoma (Excluding Urbanized Areas). Subject Reports, Volume 2. Sections 1 and 2.
Bureau of the Census (DOC), Suitland, Md. Population Div.; Department of Commerce, Washington, D.C.

REPORT NO.- PC80-2-1D
PUB DATE- Jan 86
NOTE- 1,254p.; Some pages may not reproduce well due to small print.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402
LANGUAGE- English
EDRS Price - MF10 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Alaska Natives; American Indians; *Census Figures; Demography; *Educational Attainment; Enrollment; *Family Characteristics; Health Services; *Housing; Income; Labor Force; Migration; Occupations; Poverty; Questionnaires; *Reservation American Indians
IDENTIFIERS- Census 1980; Oklahoma; *Population Information; United States

This two-part report provides data from the 1980 Census Supplementary Questionnaire for American Indians, Eskimos, and Aleuts for the United States, census regions, standard federal administrative regions, divisions, selected states, American Indian reservations, historic areas of Oklahoma, and tribal governments and selected tribes in Oklahoma historic areas. Data on tribal enrollment, race, age, and sex are given by tribe, identified reservation, census regions, divisions, selected states, standard federal administrative regions, and historic areas of Oklahoma. Summary data are provided by reservation and by Oklahoma historic area counties and tribal governments for family, social, health, labor force, income, poverty, and housing characteristics. Detailed data by reservation are provided for education, household, and family, migration, labor force, occupation, class of worker, and industry, income, poverty and health characteristics, and benefits received in 1979 and for occupancy, utilization, structural, plumbing, and equipment characteristics of housing units. Detailed data by tribal governments and counties in the historic areas of Oklahoma are provided for household and family, educational, labor force, income, poverty, health, occupation, class of worker, and industry characteristics and for occupancy, utilization, structural, plumbing, and equipment characteristics of housing units. Pre- and post-allocation data and percentages are given for race, sex, age, family, housing, educational, and labor force characteristics. Explanations of area classification list, enumeration/processing procedures, and data accuracy are appended. A map of Oklahoma historic areas and a facsimile questionnaire are included. (LFL)

ED 274 519 SE 047 210

Education for the Manufacturing World of the Future. Series on Technology and Social Priorities Symposium (1st, Washington, D.C., September 20-21, 1984).

National Academy of Sciences - National Research Council, Washington, D.C.

SPONS. AGENCY- Andrew W. Mellon Foundation, New York, N.Y.; Carnegie Corp. of New York, N.Y.; National Academy of Engineering, Washington, D.C.
REPORT NO.- ISBN-0-309-03584-8
PUB DATE- 85
NOTE- 141p.; Also funded by the Academy Industry Program.
AVAILABLE FROM- National Academy Press, 2101 Constitution Avenue, N.W., Washington, D.C. 20418.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Corporate Education; Education Work Relationship; Higher Education; *Industry; *Manufacturing Industry; *Personnel; *School Business Relationship; *Technological Advancement; Technology; Trend Analysis

Perspectives on issues affecting manufacturing enterprises are given by educators and industrial planners and managers in this symposium report. The symposium was designed to bring together industrial manufacturing companies and the universities which are responsible for educating those who will plan and operate manufacturing systems. Working groups were formed to identify issues and recommend actions for those in the public and private sectors responsible for ensuring the match between educational institutions and the needs of industry. The symposium's presentations and papers are organized in the report in three sections. These include: (1) papers (examining the engineer, the changed face of manufacturing and education and industrial needs); (2) a panel discussion (containing presentations on corporate attitudes toward introducing new manufacturing technology); and (3) working group reports (addressing concerns in structuring the manufacturing education system, industry-university cooperation in education and research, manufacturing careers and priorities in manufacturing education). Appendices include a register of symposium participants, a selected bibliography and a statement of the purpose of the symposium. (ML)

Kaplan, Robert B., Ed.
Annual Review of Applied Linguistics, Volume 5, 1984.
PUB DATE- 84
NOTE- 173p.; For the 1983 review, see ED 256 152.
AVAILABLE FROM- Cambridge University Press, 32 E. 57th St., New York, NY 10022 (institutions, $34.00; individuals, $20.00).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070) Collected Works - Serials (022)
DESCRIPTORS- Applied Linguistics; *Bilingualism; *Computer Assisted Instruction; Deafness; *Discourse Analysis; Educational Strategies; Language Styles; *Lexicography; Linguistic Theory; Literature Reviews; *Psycholinguistics; Research; Second Language Instruction; *Sociolinguistics; Written Language

This volume of the annual review includes introductory remarks by G. Richard Tucker and these papers: "Current Issues in Bilingualism: An Update of Directions in Research" (Braj B. Kachru); "Psycholinguistics: Application. The Writing System as a Native Language for the Deaf" (Danny D. Steinberg); "Sociolinguistics: Theory" (Monica Heller); "Functional Approaches in Language Pedagogy" (T. J. Quinn); "Recent Developments in Computer Aided Instruction" (Edward T. Purcell); "Stylistics" (Ronald A. Carter); "Written Discourse Analysis" (William Grabe); Lexicography. A Contrastive Survey" (R. R. K. Hartmann). Indexes for authors, subjects and contributors are provided. (MSE)

ED 274 158 FL 015 994

Young-Scholten, Martha

Errors in the Classroom: Why We Don't Need to Correct Them.

PUB DATE- 9 May 86
NOTE- 17p.; Paper presented at the Annual Meeting of the Pacific Northwest Conference on Foreign Languages (Vancouver, British Columbia, Canada, May 9-10, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; *Interlanguage; *Learning Processes; Problem Solving; Second Language Instruction; Second Language Learning; Stress Variables
IDENTIFIERS- *Error Correction (Language)

Explicit classroom correction of the second language learner's errors is unnecessary, because errors are indications of the learner's current hypothesis, which may not necessarily match the target rule, or they may indicate that no hypothesis has yet been formulated by the learner. Explicit correction may be harmful because students can be pushed beyond their competence to perform or may be forced into using a cognitive system not equipped for language acquisition. Some research has shown that students want their errors to be corrected, but this may be a reflection of a general anxiety about learning. Indirect correction may be effective when students have time to reflect or monitor, as with written assignments, but it will be effective only if the student's rule is critical or is very simple and has been learned through his problem-solving mechanism. Many teachers feel that error correction is an impetus for improvement, but the learner's innate language acquisition device will slowly guide him to the correct hypothesis. (MSE)

ED 274 249 HE 019 683

A Guide to Self-Study for Commission Evaluation.
North Central Association of Colleges and Schools, Chicago, Ill.
PUB DATE- 1 Sep 86
NOTE- 57p.; For related documents, see HE 019 684-685. Pages 25-29, on tinted paper, may not reproduce clearly.
AVAILABLE FROM- North Central Association of Colleges and Schools, 159 North Dearborn, Chicago, IL ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accreditation (Institutions); Accrediting Agencies; *Evaluation Criteria; Guidelines; Higher Education; *Institutional Evaluation; Reports; *Self Evaluation (Groups)
IDENTIFIERS- *North Central Association of Colleges and Schools

Guidelines are presented to assist colleges in preparing for an evaluation by the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. The seven chapters provide: an outline of the purposes of self-study and the Commission's expectations for self-study; advice and suggestions for establishing a self-study committee, developing a self-study plan, and organizing and conducting the self-study process; a discussion of the evaluative criteria in the self-study process and suggested questions related to each of the criteria; guidance on the elements of the self-study report that are essential to the Commission's needs; information specifically for institutions preparing for evaluation for initial and continued candidacy; advice on focused evaluations; and information on resources available on self-study from both the Commission and other sources. It is noted that preparation for a Commission evaluation begins approximately 2 years before the on-site evaluation when the chief executive officer of the institution receives a reminder letter from the Commission. An index refers the reader to the locations of various Commission policy statements in either the guide or companion documents. (SW)

ED 274 332 IR 012 320

Open and Distance Learning. A Special Issue of the BACIE Bibliography.
British Association for Commercial and Industrial Education, London (England).
PUB DATE- Aug 85
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Administration; Annotated Bibliographies; Career Guidance; *Case Studies; *Distance Education; Educational Technology; Foreign Countries; Information Sources; *Instructional Design; Learning Problems; *Learning Strategies; Open Universities; *School Counseling; *Teaching Methods; Teleconferencing; Training
IDENTIFIERS- Scottish Council for Educational Technology

This bibliography for trainers and teachers interested in open or distance learning lists 68 books and articles devoted to particular aspects of the "learning revolution," i.e., arrangements to enable people to learn at the time, place, and pace that satisfy their circumstances and requirements. Materials are listed under 12 headings: Overviews; Open Tech; Administration; Course Design; Teaching Methods; Learning Skills and Difficulties; Guidance and Counseling; Case Studies; International Perspectives; Directories; Journals and Newsletters; and Sources of Help. The entries are annotated for clarification of content and an author index is provided. (DJR)

ED 274 448 PS 016 072

Towards Universalization of Primary Education in Asia and the Pacific: Country Studies--China.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 84
NOTE- 48p.; In: "Towards Universalization of Primary Education in Asia and the Pacific: Country Studies"; see PS 016 069.
AVAILABLE FROM- UNIPUB, 10033/F, Martin Luther King Jr. Highway, Lanham, MD 20706-4391 (Complete volume $52.50 in U. S. funds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Change; Educational History; *Educational Objectives; *Educational Policy; *Elementary Education; *Equal Education; Foreign Countries; Population Growth; *Special Schools
IDENTIFIERS- *China

This publication discusses the provision of primary education to children in the People's Republic of China (PRC). Chapter 1 offers a general survey, focusing on the historical background of education since the 1949 revolution, the new school system, educational administration, primary education, and educational finance. Chapter 2 reports state policy for making elementary education universal. Particular attention is given to special purpose schools, controlled population growth, and educational policy concerning regulations for full-time schools, reform of the school system, textbook production, and training primary school teachers. Chapter 3 briefly describes the PRC's project and plan of universal primary education. Chapter 4 presents census data on enrollment, discusses educational problems, and reports proposals for raising the quality of primary education. (RH)

ED 274 477 RC 015 909

Cook, Edward A.; Bentley, Marion T.
Revitalizing the Small Town Mainstreet. Hard Times: Communities in Transition.
Oregon State Univ., Corvallis. Cooperative Extension Service.; Western Rural Development Center, Corvallis, Oreg.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
REPORT NO.- WREP-92
PUB DATE- Aug 86
NOTE- 11p.; For related documents, see RC 015 910 and ED 271 269-271.
AVAILABLE FROM- Western Rural Development Center, Oregon State University, Corvallis, OR 97331 ($0.75).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Change Strategies; Citizen Participation; Community Change; *Community Development; Economic Development; *Modernization; Organizations (Groups); Program Descriptions; *Program Development; Quality of Life; Resources; *Rural Development
IDENTIFIERS- *Downtown Revitalization; *Small Towns

Presenting a base of general information that local business people and government officials involved with downtown revitalization should be familiar with in order to understand the range of options available and factors that will influence the outcomes of any revitalization program, the paper summarizes current theories, trends, studies, and development practices pertaining to downtown revitalization in small towns. Section one describes basic elements/concepts of five organizations/authors: recommendations for organization, design, downtown promotion and economic restructure by the National Main Street Center-National Trust for Historic Preservation; emphasis on physical revitalization, traffic, parking, public transit, restoration of residential areas, and economic revitalization by Private Revitalization of Downtown, Inc.; stress on cooperative thinking, full awareness, task-oriented organization, and independent action by Craig Aronoff; strategies involving concern, optimism, confidence, leadership, knowledge, plans, public partners, and the ability to make deals by Irwin Davis; and recognition of the importance of public policy by Robert Craycroft. Section two summarizes critical concepts treated in small town development literature: organization; design; traffic, parking, and safety; land use; economic structure; merchandising and promotion; and public policy. The final section focuses on unique characteristics associated with downtown revitalization in small towns and establishes the basis for an alternative approach. (NEC)

ED 274 491 RC 015 934

McCorkle, Constance M.; Gilles, Jere L.

Role, Status, and Stereotype: Social Scientists in International Development.

PUB DATE- Aug 86
NOTE- 15p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Salt Lake City, UT, August 26-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Credibility; Developing Nations; Interdisciplinary Approach; *International Programs; *Professional Recognition; *Role Perception; Rural Development; Social Scientists; Status; *Stereotypes; *Teamwork; Technical Assistance
IDENTIFIERS- *Multidisciplinary Teams; *Rural Sociology

Because negative stereotypes have direct implications for social scientists' functioning and inclusion on multidisciplinary teams working in international development, rural sociologists should be aware of these stereotypes, identify their sources and modes of perpetuation, and utilize strategies to dispel unflattering characterizations. Common/current stereotypes which contribute to the widely-held archetype of social scientists as being "lousy team players" are the "know-it-all" and "know nothing," "Lone Ranger," "holier than thou," and "nay-sayer." Sloppy researchers, scatter-brains, and ditherers are stereotypes which surround the credibility of social scientists' work. Strategies to help correct general misapprehensions of the social scientist's role and usefulness include producing and disseminating reports for the public media documenting social scientists' concrete contributions to development projects; participating as a status equal in all phases of project design, start-up, implementation, and evaluation; and establishing frequent, open, in-depth, multi-channeled communication at all levels of project functioning. To confront teamship and credibility issues, it is helpful to explain to teammates the guiding concepts and principles of the discipline and detail how these approaches inform research methodologies and specific project activities. Academic programs must be redefined and expanded for students of rural sociology and anthropology to prepare them for the multi-disciplinary arena. (NEC)

ED 274 533 SE 047 228

Lundgren, Kathy
Animal Behavior for Middle School Children and Their Parents. A Course for Parents and Children.
Minnesota Univ., Minneapolis.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 83
NOTE- 110p.; For related documents, see SE 047 223-227. Drawings may not reproduce well.
GRANT- 07872
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animal Behavior; Animal Facilities; Elementary Education; *Elementary School Science; Instructional Materials; Intermediate Grades; *Parent Child Relationship; Parent Materials; *Science Activities; Science Education; *Science Instruction; Science Materials; Teaching Guides; *Zoos
IDENTIFIERS- Informal Education; *Parent Child Program

Designed to supplement a short course for parents and their middle school children, this document provides organized, cooperative learning activities to be done at the zoo and at home. It is intended that the course be a vehicle for promoting positive attitudes toward the study of science in parents and their children and to increase their levels of awareness of animal behavior. The materials include information and activities to be used in conjunction with five sessions to be held at the zoo. The sessions deal with: (1) observing at the zoo; (2) learning in animals; (3) environmental pressures; (4) animal territories; and (5) the societal structure of primates. Each section of the guide that is devoted to a particular session includes an overview of the topic and descriptions of all of the teaching activities that occur at the zoo and at home. The appendices include bibliographies, selected articles, and additional optional activities. (TW)

ED 274 174 FL 016 013

VanPatten, Bill
Communicative Values and Information Processing in L2 Acquisition.
PUB DATE- Mar 84
NOTE- 12p.; In: On TESOL '84. A Brave New World for TESOL. Selected Papers from the Annual Convention of the Teachers of English to Speakers of Other Languages (18th, Houston, Texas, March 6-11, 1984); see FL 016 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Communication Research; *Communicative Competence (Languages); *Language Processing; Linguistic Theory; Research Needs; *Second Language Learning

Literature concerning human information processing is examined for its implications and extensions into the realm of input processing during second language learning. It is argued that learners can process input solely for meaning, and that once meaning can be accessed automatically, attention can be directed to certain "non-important" structures in the input. However, it is suggested that affective variables may contribute to the eventual processing of these structures, and that second language learners may pidginize if attention is not directed toward items of lesser communicative value. It is also suggested that the processes involved in the reception and decoding of input help to explain the emergence of form in learner speech. Specific recommendations for approaching the empirical investigation of the role of automatic and controlled processes in input processing are made. (MSE)

Greis, Naguib
Toward a Better Preparation of the Non-Native ESOL Teacher.
PUB DATE- Mar 84
NOTE- 9p.; In: On TESOL '84. A Brave New World for TESOL. Selected Papers from the Annual Convention of the Teachers of English to Speakers of Other Languages (18th, Houston, Texas, March 6-11, 1984); see FL 016 005.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Advising; Educational Background; *English (Second Language); *Foreign Students; Relevance (Education); Second Language Instruction; *Student Teaching; *Teacher Education; *Teacher Education Curriculum; Teaching Methods

Foreign student trainees in English as a second language (ESL) teacher training programs in the United States have special concerns regarding their teacher preparation programs. These concerns include feelings of anxiety and competition with their native English speaking peers, being expected to have cultural understanding not only of the United States but of other cultures as well, required courses that bear no relevance to their needs, reconciling new and old methodology, and lack of appropriate practice teaching opportunities. Development of training programs for this population should be based as much as possible on careful consideration of their educational backgrounds and possible future work. Involving the trainees in their own program planning can be highly motivating. A proposed plan for program adaptation for non-native ESOL teachers (non-NETs) addresses each of these areas and includes gradual but adequate exposure to practice teaching beginning with students of the same native language background, systematic classroom observation, the option of teaching in practice classes as well as with an experienced teacher, team teaching with a native speaker trainee, and self-evaluation using videotapes. The plan involves coordination between the ESL and teacher preparation programs and requires faculty cooperation, but the result is accommodation of non-NETs' needs and more interaction and wider perspectives for native participants. (MSE)

ED 274 221 FL 016 105

A Parent Involvement Model for Use with Limited English Proficient High School Students: The Vocationally Oriented Bilingual Curriculum. English-Vietnamese.
Arlington County Public Schools, Va.; Trinity Coll., Washington, D.C.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 86
NOTE- 64p.; Developed by the Trinity-Arlington Teacher and Parent Training for School Success Project. For related documents, see FL 016 103-107.
GRANT- G00-83-02061
LANGUAGE- Vietnamese; English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Acculturation; *Career Guidance; Curriculum Guides; English (Second Language); *English for Special Purposes; High Schools; Immigrants; *Job Search Methods; *Limited English Speaking; Multilingual Materials; *Parent Participation; Uncommonly Taught Languages; Vietnamese

Materials for use by the parents of native Vietnamese-speaking high school students in a vocationally-oriented bilingual secondary program include a series of home lessons, provided simultaneously in English and Vietnamese and designed to be done with the high school student. The lessons concern back-to-school night, understanding American schools, the importance of a high school diploma, attendance rules, making a family tree, career orientation, charting the weather, participating in clubs and extracurricular activities, looking at job applications, preparing for a job interview, volunteer jobs, time management, homework, preparing for college, working with a guidance counselor, career planning, knowing the school police officer, how to look for a job in the classified ads, remembering American and native holidays, and writing a resume. The materials are intended to help develop a supportive, collaborative relationship between parents and students and to supplement and reinforce the content of the school's English-as-a-second-language curriculum. (MSE)

ED 274 305 IR 012 276

Stoddard, Mary L.
Learning Styles and Embedded Training: A Case Study.
Los Alamos National Lab., NM.
SPONS. AGENCY- Department of Energy, Washington, D.C.
REPORT NO.- LA-UR-85-2409
PUB DATE- 85
NOTE- 9p.
CONTRACT- W-7405-ENG-36
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Aptitude Treatment Interaction; *Cognitive Style; Comparative Analysis; Computer Assisted Instruction; Cost Effectiveness; Inservice Education; *Instructional Design; *Management Information Systems; *Online Systems
IDENTIFIERS- *Embedded Training; *Help Systems; Los Alamos National Laboratory NM

The behavior of approximately 50 employees learning to use a Los Alamos National Laboratory personnel information system with fixed-format and context-sensitive online help was monitored between October of 1984 and June of 1985. Data was gathered through direct observation during training workshops and during actual use, logging of consulting phone calls, and interviews. Information was sought to determine the following: (1) the type of training that would produce the greatest amount of learning for these users and their preferred learning styles; (2) how frequently they accessed online help; (3) the number of consulting calls that could have been answered by online help and the learning styles of the frequent callers; (4) ways to improve online help; and (5) whether the time invested in generating extensive online help was cost effective. Three preferred styles of learning were exhibited by users, and it was found that those with a guided discovery learning style were the most willing to access online help, users with a discovery learning style tended to enter an option to see what happened instead of accessing help, and the structured style learners were more nervous about using function keys and accessed online help the least. The context-sensitive help tended to be accessed when users were in trouble, and it seemed to be more frequently accessed and more useful to learners than the more general fixed-format help. It was also found that help that is context-sensitive (but not "intelligent") does not require major increases in software development resources. (DJR)

ED 274 361 IR 051 652

Hirshon, Arnold
Automated Library Systems in ARL Libraries. SPEC Kit 126.
Association of Research Libraries, Washington, D.C. Office of Management Studies.
PUB DATE- Aug 86
NOTE- 122p.; This updates SPEC Kit #90, Integrated Library Information Systems, January 1983 (ED 231 378).
AVAILABLE FROM- Association of Research Libraries, Office of Management Studies, Systems and Procedures Exchange Center, 1527 New Hampshire Avenue, N.W., Washington, DC 20036 ($20.00 per issue; subscription service is available).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Libraries; Advisory Committees; Decision Making; Equipment Evaluation; Higher Education; *Library Automation; Library Networks; *Library Planning; Library Surveys; *Online Catalogs; *Online Systems; Organizational Change; Policy Formation; Questionnaires; Systems Analysis; *Systems Development
IDENTIFIERS- Association of Research Libraries

Based on telephone interviews with 12 Association of Research Libraries (ARL) member libraries, this report presents the underlying reasons for the libraries' decisions relating to the design and implementation of automated library systems. The survey results are summarized, a list of respondents is provided, and profiles of present and planned systems are presented. A copy of the telephone questionnaire is also included. Primary-source documents pertaining to the planning process, implementation, and operation of automated library systems are presented as follows: (1) Planning Process--"Charge to Automation Committee" (University of Houston), "Candidate Systems" (University of Michigan), "NOTIS at Rice University" (Rice University), "Committee Appointment Letters" (Ohio State University), "Report of the Ad Hoc Committee on Future Information Services" (Texas A&M University), and "Formal Evaluation of Vendor Proposals" (Vanderbilt University); (2) Implementation--"Implementation and Operation of Linked/Interfaced Systems at the Library of the University of Illinois at Urbana-Champaign" (University of Illinois); "Operating Environment, Development Activities, 5-Year Projection" (University of North Carolina); and "Implementation Plan" (University of Michigan); and (3) Operation--"Proposed Service Agreement between the University Library System and the Computing Center" (University of Michigan), "Agreement Relative to Responsibilities to IBM" (Vanderbilt University), "New York University Libraries GEAC Online Catalog" (New York University), and "Use Statistics Survey" (Vanderbilt University). (KM)

ED 274 418 PS 016 011

Ziegler, Suzanne
Homework.
Toronto Board of Education (Ontario).
REPORT NO.- ISBN-0-88881-188-8
PUB DATE- Jun 86
NOTE- 60p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational History; Educational Needs; Educational Policy; Elementary Secondary Education; Feedback; Foreign Countries; *Homework; *Individualized Instruction; *Learning Experience; Literature Reviews; *Parent Participation; Student Attitudes; Supervision; *Time Factors (Learning)
IDENTIFIERS- Canada

Does homework increase academic achievement? The best answer, in 1986, is that large-scale correlational studies at the secondary level suggest a strong, positive relationship between amount of homework and academic achievement. Results are less clear at the elementary level, but the weight of evidence is positive. At both elementary and secondary levels, doing homework is associated with pupils' liking for a subject. Comparative figures indicate that, at the secondary level, Toronto students are doing fewer hours/minutes of homework per week than are students in most other countries. Surveys done in the United States suggest that most homework assignments are of a practice variety. Individualized and more varied assignments are desirable. Little summative research on the effectiveness of study hall exists, but supervised study at school might reasonably be expected to be at least as effective as unsupervised home study. Other alternatives which have been positively evaluated include homework hot lines and parent-training programs. Because of the influence parents can exert for the good of their children, educators should recognize parent involvement as a powerful tool for advancing children's readiness and ability to learn, especially in the area of reading. Schools should involve both teachers and parents in the formulation of homework policies. A five-page list of references concludes the document. (RH)

ED 274 463 PS 016 089

Katz, Lilian G.

Implications of Recent Research for the Preschool and Kindergarten Curriculum.

PUB DATE- 86
NOTE- 14p.; Document contains light, dot matrix print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; Emotional Development; *Individual Development; Interpersonal Competence; *Kindergarten; Language Acquisition; *Preschool Curriculum; Preschool Education; Student Interests; *Student Projects; *Teaching Methods
IDENTIFIERS- Research Results

Summarized are implications of recent research on children's development and learning for the curriculum in early childhood programs. Contents focus on the development of language, dispositions, social competence, and intellect. Taken together, the research suggests that children attending preschool and kindergarten classes should frequently be provided with opportunities for involvement in projects. A project is defined as a group undertaking, usually concerning a specific theme or topic, which requires various kinds of work over a period of several days or weeks. Concluding remarks identify three basic kinds of projects and three phases of project work. A three-page list of references concludes the document. (RH)

ED 274 141 FL 015 901

Derbyshire, Desmond C., Ed.
Work Papers of the Summer Institute of Linguistics, University of North Dakota Session, Volume 30, 1986.
Summer Inst. of Linguistics, Grand Forks, N. Dak.
PUB DATE- 86
NOTE- 149p.; For individual papers, see FL 015 902-909.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Eskimo Aleut Languages; Foreign Countries; Form Classes (Languages); *Grammar; Language Planning; Lexicology; *Linguistics; *Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- Kanasi; Kope; Lakota (Language); Majang; Mazatec; Orthography; Piraha; Zambales Mountains

Working papers resulting from the 1986 University of North Dakota Summer Institute of Linguistics include: "Orthographic Reform in Kope" (John M. Clifton); "Ternarity and Obligatory Branching in Piraha" (Daniel Everett); "Reduplication in Majang" (Pete Unseth); "Indirect Objects and Incorporation in Mazatec" (Daniel Agee, Stephen Marlett); "Grammatical Relations in Eskimo: A Response to Kalamar" (Richard J. Nivens); "A Relational Grammar Approach to Verb Agreement in Lakota" (Gray Plunkett, Michael McKeever); "Kanasi: A Brief Grammar Sketch" (Ronald W. Pappenhagen); and "The Languages of the Zambales Mountains: A Philippine Lexicostatistic Study" (John Wimbish). (MSE)

ED 274 205 FL 016 089

Kalaja, Paula
Reading in English as a Foreign Language: Some Recent Research.
PUB DATE- 86
NOTE- 10p.; In: WATESOL Working Papers, Number 3, Spring 1986; see FL 016 085.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Content Area Reading; *English (Second Language); Foreign Countries; Learning Processes; Psycholinguistics; *Reading Instruction; *Reading Processes; *Reading Research; Research Methodology; Second Language Instruction

Research on content area reading in English as a second language (ESL) has focused on the psycholinguistic and educational aspects of reading. Psycholinguistic research has found that reading comprehension is not solely a result of text variables such as sentence complexity and length or vocabulary, but is largely dependent on reader variables, including language competence, and variables in method of testing and experimentation, since comprehension can be measured only indirectly. Much of the research has been psychometric and removed from real-life reading situations, and has not looked at the process of comprehending as distinguished from comprehension, the result. A group of educators in Sweden has taken a phenomenological approach, looking at the learning process and its outcome instead of comprehending and comprehension. These studies call for a more holistic approach to learning and point to new directions in research on ESL content-area reading, such as examining the context from the student's perspective and comparing the learning processes and outcomes of nonnative readers' work in ESL and the native language. This approach would complement current psychometric experimentation and form a better basis for teaching English for academic purposes. (MSE)

Pell Grants. End-of-Year Report 1982-83.

Office of Student Financial Assistance (ED), Washington, DC.
PUB DATE- 84
NOTE- 169p.; For related documents, see HE 019 658-663.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; College Students; Dependents; Eligibility; Expenditures; Family Income; *Federal Aid; Federal Programs; *Financial Aid Applicants; *Grants; Higher Education; Program Costs; Student Costs; *Student Financial Aid; Trend Analysis
IDENTIFIERS- *Basic Educational Opportunity Grants; *Pell Grant Program

A status report for the Pell Grant Program (formerly called Basic Educational Opportunity Grant Program) for the 1982-1983 academic year is presented. Included are a description of highlights of the program for 1981-1982, program trends for 1973-1974 through 1982-1983, and summary tables for 1982-1983 on characteristics of Pell Grant recipients. Statistical tables include: the number of applications processed; the number of grant recipients; distribution of Pell Grant recipients by Student Eligibility Index range and family income, by family income and grant level, by Student Eligibility Index and grant level, by family income and educational cost, and by family income and net asset level; Pell Grant expenditures, recipients, and average grant by type and control of institution; distribution of grant recipients by state and control of institution; distribution of grant recipients by dependent student earnings; and distribution of validated grant recipients income by grant level. Most of these statistics are also broken down for dependent and independent students. Information on applications from the Multiple Data Entry Application Processing System is included. (SW)

ED 274 277 HE 019 717

Financial Reporting for Alabama Public Universities.
Alabama State Commission on Higher Education, Montgomery.
PUB DATE- Jan 83
NOTE- 30p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Annual Reports; Capital Outlay (for Fixed Assets); Comparative Analysis; *Educational Finance; Expenditures; Higher Education; Income; Investment; Operating Expenses; *Records (Forms); Resource Allocation; *School Accounting; *School Funds; *State Universities
IDENTIFIERS- *Alabama

Guidelines for preparing year-end financial reports are provided for Alabama public university staff to insure that reporting formats produce comparable financial reports and to keep up with recent developments in college accounting and financial reporting. The public institutions comply with two publications issued by the American Institute of Certified Public Accountants (AICPA) and the National Association of College and University Business Officers (NACUBO). The following areas are discussed to provide clarification: allocations of unrestricted current funds balances, direct state appropriations to retirement systems, defining and reporting auxiliary enterprises, definition of capital assets, and interfunctional allocation of certain operating costs. NACUBO and AICPA allow more than one method of financial reporting to be used for the following instances: the fund groupings to be maintained, the valuation of investments and inventories, the combination of assets and liabilities of restricted and unrestricted current funds for reporting purposes, and accounting for construction in progress. Appended are five financial reporting statements: balance sheet; statement of changes in fund balances; statement of current funds revenues, expenditures, and other changes; schedule of investments; and schedule of long-term debt. (SW)

ED 274 292 HE 019 771

Green, Mary Anne, Ed.; Seher, Patricia, Ed.
Postsecondary Plans of Nevada High School Seniors: A Report on the 1986 Statewide Survey of Nevada High School Seniors.
Nevada Univ. System, Reno.
PUB DATE- Oct 86
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Aspiration; College Attendance; *College Bound Students; *College Choice; *Enrollment Influences; High Schools; *High School Seniors; Postsecondary Education; Questionnaires; State Colleges; State Surveys; Statewide Planning; *Student Attitudes
IDENTIFIERS- *Nevada

Nevada high school seniors were surveyed in 1986 to provide high school and college planners with information about students' demographic characteristics, high school experience, and postsecondary plans. Factors influencing students' choice of postsecondary institutions and students' impressions of the University of Nevada System institutions were also determined. A total of 5,681 surveys were completed for a response rate of 60%. Findings include: 59% of respondents intended to enroll in a postsecondary program in the year following their graduation, 82% intended to continue their education sometime in the future; 58% intended to pursue a two-year or four-year degree program, 15% intended to complete a vocational/technical program, and 9% intended to take job-related or self-improvement courses; 57% of students planning to continue their education wanted to study in Nevada; 60% of college-bound students planned to attend a public college; 43% of Nevada students planned to attend a postsecondary institution out of state; and 86% of students expected to work to help finance college, 78% expected parents or relatives to provide help, and 66% expected aid from grants, scholarships, or loans. Recommendations and the questionnaire are included. (SW)

ED 274 333 IR 012 322

Rathje, Linda
AppleWorks for Educators. A Beginner's Workbook.
International Council for Computers in Education, Eugene, Oreg.
REPORT NO.- ISBN-0-924667-30-3
PUB DATE- 86
NOTE- 208p.
AVAILABLE FROM- International Council for Computers in Education,

University of Oregon, 1787 Agate Street, Eugene, OR 97403-1923 ($18.00 prepaid; accompanying disk included. Quantity discounts available.).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Software; Databases; Elementary Secondary Education; *Inservice Teacher Education; Microcomputers; Recordkeeping; *Word Processing; Workbooks; Workshops
IDENTIFIERS- *AppleWorks; *Spreadsheets

This self-paced workbook presents basic information about features of the "AppleWorks" software package, provides practice materials for beginners, discusses features available in an integrated three-application package, and provides guided hands-on activities. The applications include the spreadsheet, the word processor, printer options and using the clipboard, and the database. Each chapter is self-contained but this workbook is designed to be used in conjunction with an accompanying disk (suitable for an Apple computer only) that contains introductory files for each activity. Lessons cover: (1) operational features of "AppleWorks," spreadsheet features, and using the spreadsheet for grading; (2) making corrections on the word processor, adding/replacing characters, deleting/moving words and blocks of text, replacing the text, and creating a sample document; (3) printer options, including completing a questionnaire, changing a file name, word processor and spreadsheet options, copying text through the clipboard, and transferring spreadsheet information into a word processor file; and (4) an overview of the database and printing single records/reports. Common beginner questions are answered first, and a version of each application is provided in a step-by-step approach designed for use by pairs of workshop participants. Screen shots are also provided with examples taken from the home or school setting. Reprinted articles from "The Computing Teacher" journal which describe how teachers have used spreadsheets, database, and word processor applications for instructional or personal use, and an index for each application are provided. (DJR)

ED 274 346 IR 051 635

Library Service to the People of New York State. A Long-Range Program, October 1, 1986-September 30, 1991, for the Improvement of Library Services Utilizing Local, State, and Federal Resources.
New York State Library, Albany.
PUB DATE- 86
NOTE- 44p.; For the long range program for October 1, 1983 to September 30, 1988, see ED 238 446.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Bibliographic Utilities; Interlibrary Loans; Library Automation; *Library Networks; *Library Planning; *Library Services; Library Statistics; Long Range Planning; Online Systems; Program Descriptions; Public Libraries; Regional Libraries; *Regional Planning; Shared Library Resources; State Departments of Education; State Libraries; *State Programs
IDENTIFIERS- Library Services and Construction Act; *New York

This annual report on the comprehensive 5-year program for the enhancement of libraries in New York State (1) provides a benchmark for the continuing planning, development, and evaluation of state library services; (2) summarizes the objectives, policies, and programs undertaken for the improvement of those services; (3) serves as a guide to library networks, regional planning groups, and other agencies that wish to participate; and (4) meets the requirements of the Federal Library Services and Construction Act (LSCA). An overview of the state library environment is offered; library systems and networks are profiled; statewide resource sharing and technological change are summarized; constraints on services are outlined; and the program's goals and objectives are discussed. Tables provide summary statistics on public, academic, school, institution, and medical libraries; the New York State Library; public library systems; systems and libraries by region; and state appropriations for higher education. A 23-item bibliography of major documents for the New York State library service program and lists of New York members of the LSCA Advisory Council and the Regents Advisory Council on Libraries conclude the report. (KM)

ED 274 376 IR 051 671

Ettelt, Harold
What Our Book Use Study Shows Us.
PUB DATE- 86
NOTE- 18p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; *Library Circulation; *Library Collection Development; Longitudinal Studies; Statistical Analysis; Two Year Colleges; *Use Studies
IDENTIFIERS- *Columbia Greene Community College NY

Columbia-Greene Community College (Hudson, New York) takes a yearly 10% statistical sample of its entire circulating collection, noting the call number, acquisition year, and circulation record of each book, in order to determine the pattern of book use over the preceding 2.5 years, and to facilitate the development of an acquisition pattern that accurately reflects need. Additional useful findings which resulted from the 1986 sample are that 79% of the library's books have been used at least once since January 1977, 48% have been used in the last 2.5 years, and 78% of the books acquired since 1985 have already been used--a measure of the library's effectiveness in book selection--and that, on the average, newer books circulate far more frequently than older ones. The library also uses survey findings to determine specific areas in which purchases need to be made, and to obtain an overview of collection activity. Data from the survey covering the 2.5-year period from January 1984 through June 1986 is presented in two graphs which illustrate the percent of books that were used in each classification and the intensity of use for that period. (KM)

ED 274 433 PS 016 045

Frost, Joe L.
Influences of Television on Children's Behavior: Implications for War and Peace.
PUB DATE- 26 Aug 86
NOTE- 23p.; Paper presented at the International Association for the Child's Right to Play Seminar (Birmingham, England, August 26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cartoons; Elementary Education; *Individual Development; Play; *Social Action; *Social Change; *Television Viewing; *Violence
IDENTIFIERS- *Child Behavior; Media Exposure; *War Toys

Television is robbing children of their childhood. Moreover, it is destroying children's developing symbolic processes, and inhibiting their creativity and play. Television has remarkable influence over children's behavior. At this point, it is plausible to hypothesize linkages between television viewing and numerous social problems involving children and youth. Research suggests that movie and television violence increases racism, militarism, opposition to free political speech, opposition to foreign aid, and support for authoritarian rather than democratic forms of government. Research additionally shows that viewing cartoon violence increases aggression in children, increases verbal hostility, reduces sharing behavior, increases aggressive language, increases anger and intensity of violent responses, decreases enthusiasm for school, produces and increases anxiety, causes violence on the playground, maintains long-term aggression, produces false understandings of social realities, reduces charitable behavior toward others, increases negative play interactions, and reduces imaginative play. Numerous studies document harmful effects of playing with war toys. In 1985, war toys comprised 7 of the 10 top selling toy lines in America. Each of the seven lines were promoted by war cartoons. Eight new war cartoons are scheduled for introduction in 1986. Some efforts to counter these conditions have been effective. Additional efforts must educate parents about the consequences of their own viewing behavior and about the crucial importance of play for children's healthy development. (RH)

ED 274 520 SE 047 214

Stowe, Robert C.
Annotated Bibliography of Publications Dealing with Qualitative and Quantitative Indicators of the Quality of Science.
Harvard Univ., Cambridge, MA. Jefferson Physical Lab.
SPONS. AGENCY- Josiah Macy, Jr. Foundation, New York, N.Y.; National Science Foundation, Washingto[illegible], D.C.

PUB DATE- Jun 86
NOTE- 101p.; A technical memorandum of the Quality Indicators Project (Principal Investigator: Gerald Holton).
AVAILABLE FROM- Quality Indicators Project, Professor Gerald Holton, Jefferson Physical Lab. 358, Harvard University, Cambridge, MA 02138 ($7.00).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Evaluation Criteria; Females; Peer Evaluation; Researchers; *Research Methodology; *Research Problems; Research Utilization; Science Education; Science History; *Scientific Research; Trend Analysis
IDENTIFIERS- *Research Priorities; *Science Indicators

Designed to assist in the study of techniques for and approaches to the evaluation of scientific research, this annotated bibliography of publications deals with qualitative and quantitative indicators of the quality of science. Entries are provided in the following categories: (1) bibliometric indicators of the quality of scientific research; (2) qualitative approaches to and more general works on research evaluation; (3) works dealing with science indicators; (4) forecasting and research priorities; (5) peer review; (6) quality and quantity in the history of science and philosophy; (7) education; (8) issues involving quantity and quality in particular disciplines (including social indicators, history, health, and policy evaluation); (9) sociology of science; (10) methodological papers and bibliographies; and (11) access of women to participation in scientific research. (ML)

Davies, Norman F.; Omberg, Margaret
Peer Group Teaching and the Composition Class.
PUB DATE- Apr 86
NOTE- 17p.; Revised version of paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (20th, Brighton, England, April 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *English (Second Language); Foreign Countries; Higher Education; Instructional Effectiveness; *Peer Teaching; *Prewriting; *Revision (Written Composition); Second Language Instruction; Undergraduate Study; *Writing Instruction
IDENTIFIERS- Sweden

The main tasks of the foreign language writing class should be to focus on the writing process and to help the students see their work as an act of communication with value in itself. An important means of encouraging good writing is the provision of good readers during the composition stage. A Swedish undergraduate course in English as a second language uses peer readers during the prewriting and revision stages. During prewriting, peer group work is used for brainstorming for ideas and for selecting, grouping, and organizing the ideas to make an outline. During revision of the first draft, peers respond helpfully to the ideas, presentation, and language in each other's essays. A survey found that most students reacted favorably to the use of peer group interaction, attributing changes in their own writing to the peer group sessions and providing suggestions to their classmates during those periods. A few felt they had not learned anything from the sessions. The technique encourages the students to resolve common and basic language errors early in the process and among themselves, enabling the teacher to concentrate on style and coherence; moreover, it is a useful practice for students planning to teach. (MSE)

ED 274 250 HE 019 684

A Manual for the Evaluation Visit.
North Central Association of Colleges and Schools, Chicago, Ill.
PUB DATE- 1 Sep 86
NOTE- 61p.; For related documents, see HE 019 683-685. Pages 9-10 and 42-44 are shaded and may not reproduce clearly.
AVAILABLE FROM- North Central Association of Colleges and Schools, 159 North Dearborn, Chicago, IL 60601 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accreditation (Institutions); *Accrediting Agencies; *Consultants; Higher Education; *Institutional Evaluation; Reports; Self Evaluation (Groups)
IDENTIFIERS- *North Central Association of Colleges and Schools; *Site Visits

A manual is presented for consultant-evaluators who visit colleges and universities as part of the accreditation process of the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools. An introductory section describes the important role of the visiting team in the Commission's accreditation activities and provides information on the Commission's policies related to conflict of interest. Early and thorough planning that is an integral part of every successful visit is described, and suggestions about conducting the on-site visit are offered. Attention is also directed to writing the team report, including content, format, and the draft and final report. Included are a sample title page as well as a sample worksheet for the statement of affiliation that suggests wording for each section. The role of the team chairperson in the review process is described, along with all aspects of preparing for, conducting, and reporting a focused evaluation. Also covered are special kinds of visits, including pre-visits, sequential visits, interregional visits, joint visits, and generalist visits. Criteria for accreditation and candidacy and an index of Commission policies are appended. (SW)

ED 274 263 HE 019 703

Christal, Melodie E.; And Others
Higher Education Financing in the Fifty States. Interstate Comparisons, Fiscal Year 1984. Fifth Edition.

National Center for Higher Education Management Systems, Boulder, Colo.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Aug 86
NOTE- 1,087p.; Not available in paper copy due to small print.
CONTRACT- 400-83-0009
LANGUAGE- English
EDRS Price - MF08 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Comparative Analysis; *Educational Finance; Enrollment Trends; *Expenditures; Government School Relationship; *Higher Education; *Income; Institutional Characteristics; Private Colleges; *School Funds; *State Aid; State Colleges; State Surveys; Tax Allocation; Teacher Salaries

Information on state-level financing in higher education and on institutional revenues and expenditures is presented for fiscal year (FY) 1984, with trend data to FY 1980. In addition to a narrative analysis, extensive statistical tables show state rankings on about 50 factors involved in higher education finance. The state rankings cover state and local government finances, support of colleges and student financial aid, enrollment trends, and other trend data. State profiles provide a commentary on state conditions and trends and data on: state financing of higher education; revenues and expenditures of specific types of public and private colleges; trends in state and local appropriations, tuition and fees, and enrollment; trends adjusted for inflation; faculty salaries by academic rank and institutional category; and institutional characteristics by type of college. Included are data on the state's tax structure, state and local finances per capita, and expenditures for seven basic public programs. Data on total full-time equivalent enrollment and enrollment by student level are presented for specific categories of colleges and universities. Appended is a listing of institutions by classification, control, and state. (SW)

ED 274 319 IR 012 298

Becker, Henry Jay
Instructional Uses of School Computers. Reports from the 1985 National Survey. Issue No. 1.
Johns Hopkins Univ., Baltimore, Md. Center for Social Organization of Schools.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Jun 86
NOTE- 13p.; For a preliminary report on this survey, see IR 012 279. For a document related to the first survey, see ED 244 618.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Uses in Education; *Data Collection; Elementary Secondary Education; *Microcomputers; National Surveys; *School Statistics; Teaching Methods; Time Factors (Learning); *Use Studies

The Second National Survey of Instructional Uses of School Computers gathered information from more than 10,000 principals and computer-using teachers in a probability sample of over 2,300 U.S. elementary and secondary schools during the spring of 1985. Information was obtained through questionnaires and telephone interviews. The first of six to be issued from this survey, this report concentrates on basic numbers. In a typical school, during the 1984-85 school year, nearly half of the elementary and middle school pupils and as many as one-third of the high school students made some use of computers at school. One-fourth of all U.S. teachers used computers "regularly" with students during the year, and the amount of experience that any one computer-using student had with school computers doubled between 1983 and 1985. Mathematics, language arts, computer literacy, programming, and business education were the major subjects for which computers were used. Computers used for school instruction can be found in classrooms, laboratories, libraries, offices, and hallways; they can be fixed or on mobile carts to rotate among several rooms. Students are getting more time to use computers because there are more computers at individual schools and each computer is used more. Computer laboratories are used for more hours of the week than are classroom or library computers, especially in elementary and middle schools, and the typical student working in a computer laboratory uses computers for about twice as much time as the typical computer user in a classroom. Data are displayed in seven tables and nine figures. (DJR)

ED 274 390 JC 860 512

Townsend, Barbara K.
Mission and Images for SUNY Community Colleges: A View from Within.

PUB DATE- 10 Oct 86
NOTE- 15p.; Paper presented at "The Social Role of the Community College," a Conference sponsored by Broome Community College and the University Center at Binghamton, State University of New York (Binghamton, NY, October 10-11, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; *College Role; *Community Colleges; *Educational Trends; *Futures (of Society); *Organizational Objectives; State Surveys; Teacher Attitudes; Two Year Colleges
IDENTIFIERS- *State University of New York

In fall 1985, a survey was conducted of 362 full-time faculty and senior-level administrators at the 30 State University of New York (SUNY) community colleges to determine faculty and administrator preferences with respect to four institutional directions and seven images for the SUNY community colleges in general and for their institution in particular. The directions assessed were "academically oriented two-year college," "community-based learning center," "comprehensive community college," and "postsecondary occupational training center," while the images were "democratization of higher education," "a second chance for people," "something for everybody," "comprehensive two-year curriculum," "a college for its community," "excellence in teaching," and "a student-oriented institution." Study findings, based on a 76% usable response rate from the administrators, and a 60% usable response rate for faculty, included the following: (1) both groups preferred the "comprehensive community college" direction for the SUNY colleges as a whole and their own institution and gave little support for the other three directions; (2) the images desired most by the administrators were "college for its community," followed by "excellence in teaching" and "comprehensive two-year curriculum"; (3) faculty preferred the same images though in the reverse order; and (4) administrators generally preferred the same image for their own college as for the system. (EJV)

ED 274 404 JC 860 532

Martin, Margaret

Strategies for Maintaining Excellent Developmental Programs in the 80's.

PUB DATE- 22 Oct 86
NOTE- 21p.; Paper presented at the Annual National Conference of the National Center for Developmental Education (1st, Atlanta, GA, October 19-22, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Organization; Community Colleges; Computer Assisted Instruction; *Developmental Studies Programs; *Educational Counseling; Organizational Change; *Organizational Communication; Personnel Needs; *Program Administration; Program Descriptions; *Remedial Instruction; Staff Development; Two Year Colleges
IDENTIFIERS- *Rockland Community College NY

Using the experiences of Rockland Community College (RCC) as examples, this paper suggests a number of successful cognitive and affective strategies for the educationally disadvantaged in community colleges, focusing on those which are competency based, cost effective and retention sensitive. First, trends in developmental/remedial education are reviewed, including the increasing emphasis on accountability and the maintenance of academic standards. Next, the paper explains RCC's College Skills Model for the delivery of remedial/developmental services, which includes an integrated, holistic, competency-based curriculum; assessment and advisement; homogeneity of groups based on skill levels; individualized instruction and learning contracts; a range of multi-media systems; formal support counseling groups; referral counseling; and tutoring. Next, the paper considers staff members' roles in RCC's College Skills Model, and looks at staff development efforts, especially those related to the introduction of computer-assisted instruction. The next section of the paper looks at the relationship between organizational structures and the remedial/developmental program, describing the effects of organizational changes in the areas of assessment and counseling. The final section stresses the importance of articulation and effective communication between remedial/developmental staff and other personnel in the institution. (LAL)

Towards Universalization of Primary Education in Asia and the Pacific: Country Studies--India.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 84
NOTE- 166p.; In: "Towards Universalization of Primary Education in Asia and the Pacific: Country Studies"; see PS 016 069.
AVAILABLE FROM- UNIPUB, 10033/F, Martin Luther King Jr. Highway, Lanham, MD 20706-4391 (Complete volume $52.50 in U.S. funds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Early Childhood Education; Educational Finance; *Educational History; *Educational Planning; *Elementary Education; *Equal Education; Foreign Countries; Mass Media; *Nonformal Education; Program Descriptions; *School Administration; Teacher Education
IDENTIFIERS- *India

The five chapters of this publication describe primary education in India. Chapter 1 reviews the historical background and structure of elementary education. Major topics include constitutional and legal provisions, the structure of education at school, non-formal education, school administration, planning, curriculum development, teacher training, and community involvement. Chapter 2 reports on progress and present status related to universalization of elementary education. Discussion focuses on universalization, progress achieved, primary and middle school enrollment, qualitative improvement, curriculum development and renewal, and expenditure on elementary education. Chapter 3 describes strategies for universalization of elementary education. Enrollment targets are described, measures envisaged and undertaken are reported, and future strategies are discussed. Chapter 4 reports significant new developments and programs. Topics addressed include the non-formal system of learning, development activities in community education and participation, comprehensive access to primary education, action research on universal primary education, education of special groups, primary curriculum renewal, early childhood education, utilization of mass media for school education, a rapport-based program of school improvement, and a program for enhancing the competence of teachers. Chapter 5 summarizes gains made and goals to be achieved. Tables of related data are appended. (RH)

ED 274 464 PS 016 090

Allen, Jan
Turning Stumbling Blocks into Stepping Stones: Child Sexual Abuse and Day Care.
PUB DATE- Nov 86
NOTE- 15p.; Paper presented at the Annual Meeting of the National Association for the Education of Young Children (Washington, DC, November 13-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Abuse; Child Development; *Day Care; Developmental Stages; Early Childhood Education; *Incidence; *Parent Participation; *Prevention; Safety; School Supervision; *Sexual Abuse

Media attention and public concern focused on child sexual abuse in day care have presented early childhood educators with opportunities to educate parents, the public, and the media about child sexual abuse and quality child care. This paper provides information concerning the sexual abuse of children in day care settings. Topics addressed include (1) the incidence of the problem, (2) ways day care may be preventing child abuse, (3) supervision of children in day care, (4) parent participation in day care programs, (5) day care programs for preventing sexual abuse, and (6) the importance of touch and physical acts of affection for the development of healthy children. A four-page list of references concludes the document. (RH)

ED 274 478 RC 015 910

Cook, Annabel Kirschner
Population Change in Local Areas. Hard Times: Communities in Transition.
Oregon State Univ., Corvallis. Cooperative Extension Service.; Western Rural Development Center, Corvallis, Oreg.
SPONS. AGENCY- Extension Service (DOA), Washington, D.C.
REPORT NO.- WREP-93.
PUB DATE- Aug 86
NOTE- 17p.; For related documents, see RC 015 909 and ED 271 269-271.
AVAILABLE FROM- Western Rural Development Center, Oregon State University, Corvallis, OR 97331 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Census Figures; *Community Change; *Community Planning; Definitions; Family Size; Geographic Distribution; *Information Sources; *Local Issues; Migration; Population Distribution; *Population Trends; Rural Development
IDENTIFIERS- Census 1980; Impact; *Population Information

Although knowledge of how the population of an area is structured and how it is constantly changing will not solve problems created by the changes, it will provide a basis for understanding the needs of an area and for better program planning. Population processes that produce growth or decline in areas include natural increase, migration, and changes in age structures. National trends related to household size, family structure, women's participation in the labor force, and income distribution also impact on population characteristics. Census data serve as a major source of information to study changes in an area's population. To understand and use the census data, it is important to consider the geographic areas for which census data are issued; the items on the 1980 questionnaire; the various printed reports, computer tapes, and microfiche from the 1980 Census, and the information in each; and the organizations that make census data and other sources of demographic data available to the public. The paper uses charts and graphs to illustrate population trends on different types of counties, lists key contact persons for census data for 13 western states, defines Census Bureau geographic units, and cites additional sources for population change information. (NEC)

ED 274 492 RC 015 935

Luloff, A. E.; And Others
Characteristics, Motivations and Costs to the Community of Town Government Volunteers. Research Report 101.
New Hampshire Univ., Durham. Agricultural Experiment Station.; New Hampshire Univ., Durham. Cooperative Extension Service.
PUB DATE- Nov 83
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Citizen Participation; Community Benefits; Community Leaders; *Cost Effectiveness; Leadership Qualities; *Local Government; *Motivation; Participant Characteristics; Rural Areas; *Volunteers
IDENTIFIERS- *New Hampshire; *Small Towns

Voluntarism has played, and will continue to play, a major role in helping run small New England communities. A study of voluntarism in local government for an eight-town area in New Hampshire--conducted during late 1978 and early 1979--revealed characteristics and motivations of volunteers as well as costs and benefits of these services to local communities. Findings indicated the typical volunteer was male, 51 years old, married, owned a single family home, had lived in his current town for about 15 years, and had served on an average of 3 committees while living in the community. Respondents volunteered their services to enhance their local prestige or to serve the community. Those desiring to enhance their local prestige were motivated by setting an example for others, receiving monetary compensation, making new acquaintances, and increasing business. Respondents wanting to serve the community were motivated by a desire to contribute a professional skill to the town, dissatisfaction with the way things were currently run, and concern that the community needed new ideas and better services. Despite significant differences between these two groups, the towns realized a savings of almost $50,000 through collective volunteer efforts. (Author/NEC)

ED 274 506 RC 015 956

Brown, Warren A.; Zuiches, James J.
Social Stress and the Expectation of Moving: Social and Economic Bonds, Residential Preferences, and Residential Satisfaction.
PUB DATE- Aug 86
NOTE- 18p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Salt Lake City, UT, August 27-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Employment Opportunities; *Expectation; Geographic Location; Homeowners; Income; *Migration; Migration Patterns; Place of Residence; *Predictor Variables; Probability; Quality of Life; Recreation; *Relocation; *Residential Patterns; Rural Areas; Trend Analysis
IDENTIFIERS- *Intention; *New York; Satisfaction

Based on data obtained from a 1985-86 mail survey of 666 current and former residents of New York State identified from Department of Motor Vehicle lists of licensed drivers, the study examines collective and independent contributions of social and economic bonds, residential preferences, and residential satisfaction on migration expectations of inmigrants, outmigrants, and non-movers. Findings show 3 of 15 independent variables unrelated to moving expectation: residential satisfaction with opportunities for employment, level of salaries/wages, and recreational/entertainment opportunities. Length of residence in community and home ownership were both negatively related to expectations of moving. The odds that persons renting their homes will expect to move within the next 5 years are 3.8 times greater than for homeowners. Persons not living in their preferred community type are 2.7 times more likely to move than those for whom current and preferred community type agree. Renters preferring to live in a different type of community and dissatisfied with the "quality of life" are 16.3 times more likely to move. Preferences for less urban locations continue to exceed the current population distribution, with more respondents preferring open country locations within 30 miles of a large or medium-sized city than are presently living in one. (NEC)

ED 274 534 SE 047 229

Jones, William M.
On Free-Form Gaming. A Rand Note.
Rand Corp., Santa Monica, Calif.

REPORT NO.- N-2322-RC
PUB DATE- Aug 85
NOTE- 55p.
AVAILABLE FROM- The Rand Corporation, 1700 Main Street, P.O. Box 2138, Santa Monica, CA 90406-2138 ($4.00; 25 or more, 25% discount).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Conflict; Conflict Resolution; *Decision Making; *Educational Games; *Game Theory; Heuristics; *Learning Strategies; Management Games; Military Science; Political Science; Politics; *Problem Solving; *Simulation
IDENTIFIERS- Free Form Games

Free-form games are applicable to a range of problem-solving situations. This document discusses gaming as a procedure for organized study of the complex problems entailed in confrontations and crises. The major focus of the booklet is on the various forms of this game type, the kinds of problems to which it is best adapted, and some approaches to its application that have been found to be most useful. It is addressed to individuals and organizations that might consider using free-form gaming as a study technique. Individual sections of the document deal with: (1) an introduction to free-form gaming; (2) the traditional two-playing-teams free-form crisis game (including its uses, structures, required preparation, manning, procedures, post-exercise analysis, and limitations); (3) some suggestions for organizing, conducting, and analyzing free-form seminar games; and (4) variations on the theme (including game purposes, structures, and procedures). A bibliography of 13 references is also included. (TW)

ED 274 142 FL 015 902

Clifton, John M.
Orthographic Reform in Kope.
PUB DATE- 86
NOTE- 13p.; In: Work Papers of the Summer Institute of Linguistics, Volume 30, 1986; see FL 015 901.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Change Strategies; Community Attitudes; Foreign Countries; *Language Attitudes; *Language Planning; Native Speakers; *Phonology; Sociolinguistics; Uncommonly Taught Languages
IDENTIFIERS- *Kope; *Orthography; Papua New Guinea

The role of local attitudes in recent orthographic reform in Kope is examined. The previous Kope orthographic tradition is outlined, and two areas apparently requiring reform (nasal/fricative variation and vowel clusters versus semivowels). The concerns and the greater awareness among the locals regarding these orthographic changes are explored. Two areas in which a strong case for reform was made (long vowels and glottal stops, and word breaks) are also examined. It is concluded that while many of the problems of orthographic reform arise from sociological factors, others may arise from the interaction of the phonological analysis and the proposed reforms, and while resistance may point up problems in the underlying phonological analysis, a good analysis may also provide the basis for informed orthographic decisions. (MSE)

ED 274 175 FL 016 014

Tanaka, Shigenori; Abe, Hajime
Conditions on Interlingual Semantic Transfer.
PUB DATE- Mar 84
NOTE- 21p.; In: On TESOL '84. A Brave New World for TESOL. Selected Papers from the Annual Convention of the Teachers of English to Speakers of Other Languages (18th, Houston, Texas, March 6-11, 1984); see FL 016 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; English (Second Language); *Interlanguage; Japanese; *Learning Processes; *Second Language Learning; *Semantics; *Transfer of Training; Uncommonly Taught Languages; *Vocabulary Development

This study examines the role of interlanguage transfer in lexico-semantic development in adult native Japanese-speaking learners of English as a second language in reference to two questions: (1) what constrains the initial hypothesis the student makes about the new target language word? and (2) what constrains a restructuring process of a potentially non-normative hypothesis? A semantic transfer hypothesis that predicts language transfer to be both pervasive and persistent in the domain of second language lexico-semantics is proposed, and it is suggested that this process operates together with the specific exemplar condition (stating that in second language learning, the student picks up and uses certain specific exemplars of a word, phrase, or sentence) and the prototype condition interactively in a total process of lexico-semantic development in this population. Implications are also drawn about the developmental relationship of over- and under-extensions. (MSE)

ED 274 190 FL 016 029

Sarkisian, Ellen

Training Foreign Teaching Assistants: Using Videotape to Observe and Practice Communicating and Interacting with Students.

PUB DATE- Mar 84
NOTE- 8p.; In: On TESOL '84. A Brave New World for TESOL. Selected Papers from the Annual Convention of the Teachers of English to Speakers of Other Languages (18th, Houston, Texas, March 6-11, 1984); see FL 016 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Communication; Classroom Techniques; Cultural Context; *English (Second Language); *Foreign Students; Higher Education; Nonverbal Communication; Second Language Instruction; *Teacher Education; *Teacher Student Relationship; *Teaching Assistants; Videotape Recordings

Foreign graduate students who have reached an advanced level in a specific discipline may be able to explain that subject's intricacies with ease but may have difficulty in speaking comprehensibly, explaining clearly, and understanding students easily while leading an undergraduate discussion section. Harvard University offers a program to help foreign teaching assistants become more competent and confident in the American classroom. Program participants discuss their own teaching experience, assumptions about good teaching, and the value of communicating with students and using a more interactive style of teaching. Through viewing and discussing selected examples of videotaped classes, foreign teaching assistants can observe and discuss with professionals a wide variety of teaching styles that are well received by American students. The foreign students come to sense the expectations teachers and students have of each other, which eases communication and contributes to their overall teaching effectiveness. The teaching assistants also view videotapes of their own teaching and discussion leading, and are able to review the structure, content, and delivery of their presentations and gain support from their peers. (MSE)

ED 274 206 FL 016 090

Marcum, Karen L.
Teaching to Enhance Acquisition of Pragmatic Competence.
PUB DATE- 86
NOTE- 14p.; In: WATESOL Working Papers, Number 3, Spring 1986; see FL 016 085.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Techniques; *Cultural Context; Educational Objectives; *English (Second Language); *Inferences; *Language Processing; Language Research; Oral Language; *Pragmatics; Second Language Instruction; Speech Acts

Some of the problems of acquisition of pragmatic competence in speech experience by language learners are examined, and the implications of selected literature in sociolinguistics, applied linguistics, and social psychology for enhancing pragmatic competence through second language instruction are discussed. Of special concern are the development of perceptual and interpretive strategies for elements of context and socio-psychological variables operating in the second language/second culture environment during a speech act or speech event. The ways in which learners are said to make inferences about indirect speech acts during conversation, often in the absence of relevant cultural background knowledge, are examined. Suggestions for providing classroom experiences to augment students' skill at arriving accurately at speaker intentions during natural, spoken discourse are drawn from the literature. (MSE)

ED 274 222 FL 016 106

A Parent Involvement Model for Use with Limited English Proficient High School Students: The Vocationally Oriented Bilingual Curriculum. English-Spanish.
Arlington County Public Schools, Va.; Trinity Coll., Washington, D.C.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 86
NOTE- 64p.; Developed by the Trinity-Arlington Teacher and Parent Training for School Success Project. For related documents, see FL 016 103-107.
GRANT- G00-83-02061
LANGUAGE- Spanish; English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Acculturation; *Career Guidance; Curriculum Guides; English (Second Language); *English for Special Purposes; High Schools; Immigrants; *Job Search Methods; *Limited English Speaking; Multilingual Materials; *Parent Participation; Spanish; Uncommonly Taught Languages

Materials for use by the parents of native Spanish-speaking high school students in a vocationally-oriented bilingual secondary program include a series of home lessons, provided simultaneously in English and Spanish and designed to be done with the high school student. The lessons concern back-to-school night, understanding American schools, the importance of a high school diploma, attendance rules, making a family tree, career orientation, charting the weather, participating in clubs and extracurricular activities, looking at job applications, preparing for a job interview, volunteer jobs, time management, homework, preparing for college, working with a guidance counselor, career planning, knowing the school police officer, how to look for a job in the classified ads, how to find a job, remembering American and native holidays, and writing a resume. The materials are intended to help develop a supportive, collaborative relationship between parents and students and to supplement and reinforce the content of the school's English-as-a-second-language curriculum. (MSE)

Pell Grants. End-of-Year Report 1983-84.
Office of Student Financial Assistance (ED), Washington, DC.
PUB DATE- 85
NOTE- 191p.; For related documents, see HE 019 658-662.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *College Students; Dependents; Eligibility; Expenditures; Family Income; *Federal Aid; Federal Programs; *Financial Aid Applicants; *Grants; Higher Education; Program Costs; Student Costs; *Student Financial Aid; Trend Analysis
IDENTIFIERS- *Basic Educational Opportunity Grants; *Pell Grant Program

A status report for the Pell Grant Program (formerly called Basic Educational Opportunity Grant Program) for the 1983-1984 academic year is presented. Included are a description of highlights of the program for 1981-1982, program trends for 1973-1974 through 1983-1984, and summary tables for 1982-1983 on characteristics of Pell Grant recipients. Statistical tables include: the number of applications processed; the number of grant recipients; distribution of Pell Grant recipients by Student Eligibility Index range and family income, by family income and grant level, by Student Eligibility Index and grant level, by family income and educational cost, and by family income and net asset level; Pell Grant expenditures, recipients, and average grant by type and control of institution; distribution of grant recipients by state and control of institution; distribution of grant recipients by dependent student earnings; and distribution of validated grant recipients income by grant level. Most of these statistics are also broken down for dependent and independent students. Information on applications from the Multiple Data Entry Application Processing System is included. (SW)

ED 274 278 HE 019 718

Institutional Profiles, 1985. Private Colleges.
Alabama State Commission on Higher Education, Montgomery.
PUB DATE- Mar 85
NOTE- 229p.; For profiles of public four-year institutions in Alabama, see HE 019 715.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Admission Criteria; College Administration; College Faculty; *College Programs; College Students; Degrees (Academic); Educational Facilities; Enrollment Trends; Governance; Higher Education; *Institutional Characteristics; *Institutional Mission; *Private Colleges; School Funds; Student Characteristics; Two Year Colleges
IDENTIFIERS- *Alabama

Profiles of 13 private four-year colleges and three two-year colleges in Alabama are presented as part of an annual report of the Alabama Commission on Higher Education to the Governor and Legislature. The profiles are divided into three main sections:

mission, role, and scope. The sections on mission were written by the institutions and were left largely as submitted. Information on the role of each institution was taken from various data sources, which are identified. The information on scope is limited to the inventory of academic and teacher certification programs as of June 1984. For each institution, information is provided on: location, mission, history, governance, organization and administration, academic resources (faculty and library), academic facilities, financial support, types and numbers of degrees/certificates awarded, undergraduate and graduate enrollments and the distribution by sex and race, freshman admission requirements, graduate student admission requirements, and research and service. Information on academic programs of each university includes the program title, degrees offered, and the accrediting or approving agency. Appended are statistical tables that summarize the information from the profiles, including data on faculty, revenues, degrees, rankings by field of study and level, and enrollments and characteristics of undergraduate and graduate students. (SW)

ED 274 306 IR 012 277

Vereen, Mary Alice
Microcomputer Experiences and Student Interaction in Small Groups.
Wisconsin Center for Education Research, Madison.
PUB DATE- Aug 83
NOTE- 237p.; Ph.D. Dissertation, University of Wisconsin-Madison.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Analysis of Variance; *Competition; *Cooperation; Educational Environment; Experimental Groups; Grade 6; *Group Dynamics; Hypothesis Testing; Intermediate Grades; *Microcomputers; Nonverbal Communication; Sex Differences; *Small Group Instruction; Verbal Communication
IDENTIFIERS- Computer Games; Likert (Rensis); *Repeated Measures Design

This research was conducted to compare the effects of a cooperative instructional context with a competitive instructional context on the verbal and nonverbal behaviors of same-sex student pairs within a microcomputer environment. Subjects were 20 male and 20 female sixth-grade students who were randomly assigned to same-sex pairs. All pairs were assigned to both experimental conditions, which consisted of playing the educational game, "Dueling Digits." In the cooperative condition, students worked together to score 100 points within a 20-minute session; in the competitive condition, students worked individually and the winner was the one who scored 100 points first. Videotapes were made during the experimental sessions and students completed self-evaluative questionnaires at the end of each session for both treatments. The statistical model used to analyze the data was analysis of variance with repeated measures. Findings indicated that competitive instructional contexts promoted more self-oriented and besting behaviors than a cooperative one, and that the cooperative instructional context promoted more other-oriented and positive behaviors, although some negative behaviors occurred in both contexts. The pairing of students by sex was not found to be a basic determinant of variance in student interaction. A 10-page reference list is provided, and appendices include excerpts from student observation records, the conventions used to code data, the student questionnaire, and statistical data. (DJR)

ED 274 419 PS 016 012

Day Care Enrichment Resources: A Training Guide. Revised Edition.
Louisiana State Dept. of Health and Human Resources, Baton Rouge. Div. of Evaluation and Services.

PUB DATE- Apr 84
NOTE- 234p.; Colored paper may affect legibility.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Caregivers; *Childhood Needs; *Classroom Environment; Classroom Techniques; *Day Care; Day Care Centers; Discipline; *Early Childhood Education; Enrichment; *Guidelines; *Nutrition; Parent Participation; Records (Forms)

The guidelines offered for child care providers in this training manual are intended to insure quality care in day care centers that meet the on-going daily needs of children--nutrition, health, social, intellectual and physical development. The manual begins by individually addressing by age (infants and toddlers, two-year-olds, three- and four-year-olds, and five-year-olds) the following: physical environment, classroom arrangement, schedules and routines, guidance and teaching techniques, and meals and snacktimes. Other sections of the manual take into account (1) school-aged children, (2) handicapped children, (3) personnel, (4) records (children, staff, and financial), (5) food management and nutrition (planning and purchasing, recommended daily allowances, and sample menus), (6) discipline, (7) health and safety, (8) social services, (9) parent involvement, (10) parts of a day, and (11) the components of a good early childhood education program. (HOD)

Quigg, H. Gerald, Ed.
The Successful Capital Campaign: From Planning to Victory Celebration.
Council for Advancement and Support of Education, Washington, D.C.
REPORT NO.- ISBN-0-89964-248-9
PUB DATE- 86
NOTE- 188p.
AVAILABLE FROM- Council for Advancement and Support of Education, 11 Dupont Circle, Suite 400, Washington, DC 20036 ($23.50).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrator Role; Budgeting; *Capital; College Presidents; Consultants; *Donors; Educational Finance; *Fund Raising; Higher Education; Information Sources; *Institutional Advancement; Institutional Research; Long Range Planning; Private Colleges; *Private Financial Support; Program Costs; *Public Relations; State Colleges; Trustees

A collection of 22 chapters on capital campaigns is presented to provide: resource for both veterans and newcomers; technical information for fund-raising professionals and key volunteers; and a record of all aspects of current thinking on the capital campaign. Chapter titles and authors are as follows: "What Is a Capital Campaign in Today's World?" (H. Gerald Quigg); "What Are the Values and Purposes of a Capital Campaign?" (Edward G. Coll, Jr.); "The Long-Range Planning Process" (William L. Pickett); "Before the Campaign Begins: An Internal Audit" (D. Chris Withers); "Fund-Raising Consultants" (H. Sargent Whittier, Jr.); "Testing the Market: The Feasibility Study" (Richard Page Allen); "Prospect Research" (Jan L. Grieff); "Prospect Screening and Evaluation" (Ann W. Caldwell); "The Role of the Board of Trustees" (Henry D. Sharpe, Jr.); "The President's Role in a Capital Campaign" (Edward T. Foote, II); "Organizing Yourself for Major Gift Success" (William F. Dailey); "The Campaign Case Statement" (Richard D. Chamberlain); "The Campaign Plan" (W. Moffett Kendrick); "Capital Campaign Organization" (Richard F. Seaman); "The Campaign Budget" (Robert B. Rasmussen); "Setting the Campaign Goal" (Nelson C. Lees); "The Campaign Calendar" (F. Mark Whittaker); "Campaign Mechanics" (Scott G. Nichols); "Solicitation Methods and Training" (Sara L. Patton); "Public Relations Support for the Capital Campaign" (Donald R. Perkins); "The Public University Perspective" (Royster C. Hedgepeth); and a conclusion (Paul J. Franz, Jr.). (SW)

ED 274 347 IR 051 636

Samore, Theodore; Holladay, Doris C.
Library Statistics of Colleges and Universities, 1963-64.
Institutional Data.
Office of Education (DHEW), Washington, D.C.
REPORT NO.- Circ-No-769; OE-15023-64
PUB DATE- 66
NOTE- 168p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Higher Education; *Library Collections; *Library Expenditures; *Library Facilities; *Library Personnel; Library Services; Library Statistics; Library Technical Processes; National Surveys; Questionnaires; *Salaries; Wages

This summary is part of a series entitled "Library Statistics of Colleges and Universities, Institutional Data." Extensive statistical data is presented in three lengthy tables: (1) Selected Management Data on College and University Libraries, by State and Institution: Aggregate United States, 1963-64; (2) Number of Full-Time Library Staff Members and Lowest and Highest Salaries, by Type of Position: Aggregate United States, September 1, 1964; and (3) Supplemental Management Data on College and University Libraries, by State and Institution: Aggregate United States, 1963-64. Information was gathered through questionnaires submitted to more than 2,100 college and university libraries; data reported here are based on the 1,663 responses received (78%). A copy of the questionnaire is included. (KM)

ED 274 362 IR 051 653

An Evaluation of Alberta Education's Library Services.

Deloitte Haskins & Sells Assoc., Edmonton, Alberta.

SPONS. AGENCY- Alberta Dept. of Education, Edmonton.
PUB DATE- Apr 86
NOTE- 245p.; For a summary report, see IR 051 654.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Foreign Countries; Library Cooperation; *Library Planning; *Library Services; Library Standards; Library Statistics; Library Surveys; *Long Range Planning; Policy Formation; Program Effectiveness; *Program Evaluation; Questionnaires; *Special Libraries; State Departments of Education; User Needs (Information); User Satisfaction (Information)
IDENTIFIERS- *Alberta; Canada; *Education Libraries

The report presents the findings, analysis, and conclusions of the external evaluation of the effectiveness of Alberta Education Library Services conducted between September 1985 and March 1986 under the guidance of the Library Services Evaluation Steering Committee (Phase 2 of the evaluation and planning process initiated in 1985 to clarify the future role and direction of library services). Background and methodology for the study are discussed; current practices and trends in special libraries are outlined; study findings derived from the library services questionnaires, user interviews, and examinations of library operations are presented; a model for special libraries is offered; the current program is evaluated; and the needs for and benefits of specific new services are assessed. Six guidelines concerning mission, policy development, program and delivery standards, planning and evaluation cycle, departmental integration, and program delivery options are presented for Phase 3 of the evaluation and planning process. Supporting data, primarily statistical, are presented in 27 tables, and 29 references are listed following the body of the report. Three appendices contain the survey instrument, survey analysis, and external library interviews. (KM)

ED 274 377 IR 051 698

Palmer, Pamela
The Development of U.S. Academic Libraries and Higher Education, 1636 to 1960.
PUB DATE- 81
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- *Academic Libraries; Development; *Educational Change; Financial Support; *Higher Education; History
IDENTIFIERS- *Library Development

Academic libraries are particularly affected by current financial problems in U.S. higher education. Lack of funds to make transitions as rapidly as higher education has changed focus or added dimensions is a recurrent theme in academic library development. This article presents the major developments and critical points of U.S. higher education and academic libraries in a chronological chart. A brief introduction provides an overview of these developments, and the accompanying seven-page bibliography provides complete citations for items in the chart and text. Emphasis is placed on landmark ideas and events, their implementation, and the impact of funding on advancement in higher education and its subset, academic libraries. This paper is designed to provide academic administrators and faculty members with the greater understanding of their institutional libraries within the broader scope that they need in this time of financial limitations. (Author/KM)

ED 274 434 PS 016 046

Miller, Arden T.; Nicholls, John G.

Measuring Developmental Levels of Understanding of Ability and Effort.

PUB DATE- Apr 86

NOTE- 20p.; Paper is a supplement to the roundtable discussion presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Ability; *Abstract Reasoning; *Child Development; *Developmental Stages; Photographs; Protocol Analysis; *Research Methodology; Success; Videotape Recordings

IDENTIFIERS- *Developmental Patterns; *Effort

Discussed are research methods used to measure developmental changes in children's reasoning about ability. While adults generally differentiate ability, effort, luck, and task difficulty as causes for success and failure, children progressively think that effort or outcome is ability (level 1), that effort is the cause of performance outcomes (level 2), that effort and ability are partially different (level 3), and that ability is capacity (level 4). Typically, level 1 thinking predominates among 5-year-old children, while most children advance to level 4 at about 11 or 12 years of age. Techniques used to identify and assess developmental levels in children's reasoning about ability required subjects to compare the abilities of two children who applied varied levels of effort and achieved varied outcomes. In initial studies, films or videotapes were shown individually to subjects. Later research used a series of six pictures frequently depicting one child "goofing off." This report illustrates and discusses examples of children's typical response protocols at each level of reasoning, reports rationale for key questions asked in the interview situation and for scoring procedures, and explores the relationship of reasoning level to other variables, such as expectations of teacher approval for effort and performance impairment after failure. (RH)

ED 274 465 PS 016 091

Sherman, Lawrence W.; Hofmann, Richard
Age-Dependent and Age-Independent Measures of Locus of Control.

SPONS. AGENCY- Miami Univ., Oxford, Ohio.
PUB DATE- 26 Sep 86
NOTE- 18p.; Paper presented at the European Conference on Personality and Measurement (3rd, Gdansk, Poland, September 26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Age Differences; *Locus of Control; Longitudinal Studies; *Preadolescents; *Predictor Variables; Regression (Statistics); *Self Esteem
IDENTIFIERS- *Age Dependent Measures; *Age Independent Measures; Curvilinear Functions; Residual Scores

Using a longitudinal data set obtained from 169 pre-adolescent children between the ages of 8 and 13 years, this study statistically divided locus of control into two independent components. The first component was noted as "age-dependent" (AD) and was determined by predicted values generated by regressing children's ages onto their locus of control scores. The second component was called "age-independent" (AI) and was determined by the residual scores from the regression analysis. The components were then used to identify clusters of items associated with AD and AI from the original 40-item pool of the research instrument. Both components showed a strong positive relationship with the general measure. Both defined similar score ranges and encompassed the full internal-external range. One variable, Self Esteem, obtained a linear correlation of r=-.54 with AI and r=.00 with AD. Further analyses, utilizing multiple log-linear chi-square analyses with regard to Internal/External response patterns, demonstrated that the relationship between age and locus of control, while quite robust, is not necessarily linear. Earlier analyses of this scale may have obtained statistical artifacts associated with the binary structure of the scale. A six-point Likert scaling system is recommended for future use. It is speculated that similarities and differences between the locus of control components across cultures may clarify the distinction between the components. (RH)

ED 274 521 SE 047 215

MacKinnon, Allan M.
Detecting Reflection-in-Action among Preservice Teachers Enrolled in an Elementary Science Methods Course.
PUB DATE- Aug 85
NOTE- 157p.; Master's Thesis, University of Calgary.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Elementary Education; *Elementary School Science; *Elementary School Teachers; Field Interviews; *Practicum Supervision; *Preservice Teacher Education; Science Education;

Science Teachers; Teacher Evaluation; Teacher Improvement; *Teacher Supervision
IDENTIFIERS- *Reflective Teaching; *Science Education Research

Designed as an analytic, exploratory inquiry into the manner in which preservice elementary school teachers make sense of their early science teaching performances, this study focused on how teachers exhibited a capacity for understanding pedagogy. Specifically, it concentrated on the reflective process as it occurred in the context of clinical supervision. The study took place in an elementary science methods course. Methods students taught science lessons to fourth, fifth, and sixth grade students in a Calgary, Alberta elementary school. The lessons were audio-taped and transcribed for analysis and clinical supervision techniques were used for the analysis of the lessons. Data indicated that preservice teachers can reflect, given the proper situation, and that the theoretical context of a methods course can be used for the reflective and diagnostic analysis of actual teaching. The concept of the cycle of reflection is also explored and implications for teacher education programs that promote reflection are noted. Transcripts of a lesson on environmental factors and a discussion of the lesson by the clinical supervisor and the teacher are appended. (ML)

ED 274 160 FL 015 997

English Teaching Profile: Pakistan.
British Council, London (England). English Language and Literature Div.
PUB DATE- Jul 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Educational Administration; Elementary Secondary Education; *English (Second Language); Foreign Countries; Information Sources; Instructional Materials; International Cooperation; *Language Role; *Language Teachers; Postsecondary Education; Regional Characteristics; Research Projects; Teacher Characteristics; *Teacher Education; Technical Assistance; Urdu
IDENTIFIERS- *Pakistan

A review of the status of English language instruction in Pakistan begins with an overview of the role of English in the society in general, and outlines the status of English use and instruction in the educational system at all levels (preprimary, elementary, secondary, higher, vocational, adult, and teacher). Assessments of characteristics and training of English language instructors, the type and availability of instructional materials, educational administration and planning in relation to English teaching, the role of English outside the educational system, British and other international support, commercial opportunities related to English instruction, creative writing, language research, and other sources of information are provided. It is concluded that despite the common use of English in academic and commercial contexts, Pakistan has a substantial lack of exposure to English language teaching in both public and private sectors, with poor teaching conditions, preservice teacher training, materials, and examinations. A minimum of five years is found to be necessary for the discipline of English language teaching to become established. (MSE)

ED 274 251 HE 019 685

A Handbook of Accreditation.

North Central Association of Colleges and Schools, Chicago, Ill.

PUB DATE- 1 Sep 86
NOTE- 97p.; For related documents, see HE 019 683-684. Pages 15-16 and 37-42 are shaded and may not reproduce clearly.
AVAILABLE FROM- North Central Association of Colleges and Schools, 159 North Dearborn, Chicago, IL ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Accreditation (Institutions); *Accrediting Agencies; Administrative Policy; *Evaluation Criteria; Higher Education; *Institutional Evaluation
IDENTIFIERS- *North Central Association of Colleges and Schools

The accreditation process of the Commission on Institutions of Higher Education of the North Central Association of Colleges and Schools is discussed. After describing the meaning and purposes of accreditation and the evolution of the Commission's evaluative principles, information is provided on the Criteria for Accreditation and Candidacy, including the General Institutional Requirements that each institution affiliated with the Commission must meet as well as the Evaluative Criteria for Accreditation and Candidacy. Procedures used by the Commission in evaluating whether an institution meets the criteria are also explained. Attention is also directed to: the Statement of Affiliation Status, how information on the affiliation of an institution is shared with the public, Commission policies and procedures for institutional change, and sanctions of the Commission. Appendices include: the Preliminary Information Form, Rules of Procedure of the Commission, a mission statement for the Commission, guidelines on contractual relationships between an accredited institution and other organizations, guidelines of institutional good practice concerning refund of student charges and public disclosure, and addresses and phone numbers of regional accrediting associations and the Council of Postsecondary Accreditation. (SW)

ED 274 264 HE 019 704

Whitman, Neal A.; And Others
Increasing Students' Learning: A Faculty Guide to Reducing Stress among Students. ASHE-ERIC Higher Education Research Report No. 4, 1986.

Association for the Study of Higher Education.; ERIC Clearinghouse on Higher Education, Washington, D.C.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
REPORT NO.- ISBN-0-913317-31-4
PUB DATE- 86
NOTE- 101p.
CONTRACT- 400-86-0017
AVAILABLE FROM- Association for the Study of Higher Education, One Dupont Circle, Suite 630, Washington, DC 20036 ($10.00, nonmembers; $7.50, members).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *College Students; *Feedback; *Helping Relationship; Higher Education; Learning Strategies; Mentors; *Stress Management; Student Adjustment; *Teacher Role; *Teacher Student Relationship

Ways that college faculty can increase students' learning by reducing stress are identified by three members of the University of Utah School of Medicine faculty. Consideration is given to the impact of stress on learning and the causation, recognition, and reduction of stress. The value of feedback and control, teacher-student interaction, and stress awareness is addressed. The literature on the relationship between teaching and learning identifies three specific roles: the teacher as human relations specialist, as facilitator, and as motivator. Ways in which teachers can give effective feedback include letting students know where they stand, providing written comments on students' work, and arranging personal meetings to discuss students' work. Various ways that teachers can improve their relationships with students and enhance students' learning include providing structure at the onset of a course, encouraging class participation, and being open to mentoring roles. Teachers may also help students with stress reactions, maximize the outcome of meetings with students, and recognize severe stress that warrants referral to therapists/counselors. Faculty can recommend a number of strategies to students to increase learning: improving study habits and time management, learning positive self-talk, learning how to relax, and joining a student support group. (SW)

ED 274 320 IR 012 300

Winans, Glen T.
Microcomputers in Academic Departments: The Consequences of Implementing Distributive Desk-Top Computing to Faculty and Staff.
PUB DATE- 15 Apr 86
NOTE- 9p.; Paper presented at the IBM Seminar for Deans of Arts and Letters (Santa Cruz, CA, April 15, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administration; College Faculty; *Departments; Environmental Influences; Financial Support; Higher Education; *Microcomputers; Organizational Change; *Program Implementation; Purchasing; *Recordkeeping; *Research Universities; Word Processing
IDENTIFIERS- IBM Personal Computer

This paper presents a descriptive review of how the Provost's Office of the College of Letters and Science at the University of California, Santa Barbara (UCSB) implemented 330 microcomputers in the 34 academic departments from July 1984 through June 1986. The decision to implement stand-alone microcomputers was based on four concerns: increasing demand for low-cost computing; increasing demand for greater access to computers for academic and administrative work; increasing dissatisfaction with existing centralized computing services; and increasing interest in minicomputer and microcomputer applications. Microcomputers were selected to achieve the goals of enhancing faculty productivity by providing access to computing and administrative support by automating recordkeeping and word processing at the departmental level. The IBM Personal Computer (IBM PC) was selected for the academic departments. Implementation of the IBM PCs has resulted in (1) increased productivity of both faculty and staff; (2) increased faculty independence; (3) changed expectations for turnaround time on work assignments; (4) the need for additional personnel to provide quality user support; (5) the IBM PCs' becoming status symbols; (6) an exponential increase in department expectations; and (7) improved interdepartmental communication. It was also found that standardization was both a negative and a positive factor; shared use of the IBM PCs was ineffective; departments were unprepared to manage the new resource properly; centralized computing was adversely affected; IBM was unprepared to respond to the unique organizational nature of a modern university. (DJR)

ED 274 334 IR 012 323

Simpson, Daniel D.
AUSSAT--The Australian Satellite System: Applications for Education.

PUB DATE- 19 Jun 85
NOTE- 18p.; Paper presented at the World Conference of the International Council for Distance Education (13th, Melbourne, Australia, August 13-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communications Satellites; Cost Effectiveness; Delivery Systems; *Distance Education; Elementary Secondary Education; Foreign Countries; Instructional Materials; Interaction; *Multimedia Instruction; National Programs; Pilot Projects; Postsecondary Education; *Satellite Facilities

With the introduction of the Australian Satellite System (AUSSAT), a new era of communications will begin for all of Australia which will enhance existing distance education services by bringing more cost effective communications to a broad range of users. The improved capacity, reliability, and quality of communications will make possible the offering of Schools of the Air (SOTA) programs suitable for children or adults at home or at community locations, and will extend services beyond primary to secondary and tertiary levels. The satellite can offer students readily accessed programs that mix correspondence papers, audiotapes, and interactive audio. It can also offer television broadcasting of lessons, delivery of video resources, and television and audio materials for home tutors. Additionally, the satellite provides a communication medium both between and within institutions, video seminars, video conferences, and network link facilities for the collection and distribution of data. The advent of satellite communications has brought an opportunity for educators to conduct trials of the use of this technology and test several models over the next few years. This paper describes one such model, the School of the Air centered at Mt. Isa in Northern Australia, which will conduct a 12-month trial of the use of satellite communications. Diagrams illustrate video and audio/data signal transfers and the two-way channelling arrangement. (DJR)

ED 274 391 JC 860 513

Roueche, John E.; Baker, George A., III

Access & Excellence: The Open-Door College.

American Association of Community and Junior Colleges, Washington, D.C.
REPORT NO.- ISBN-0-87117-162-7
PUB DATE- Jan 87
NOTE- 203p.; Published by The Community College Press, a division of the American Association of Community and Junior Colleges.
AVAILABLE FROM- AACJC Publications, 80 South Early St., Alexandria, VA 22304 ($16.46 members; $21.95 nonmembers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Books (010) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; *Access to Education; Admission Criteria; Case Studies; College Administration; Community Colleges; *Curriculum Development; *Educational Change; Educational Counseling; *Educational Quality; Faculty Development; *Institutional Characteristics; Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *Miami Dade Community College FL

Drawing from an in-depth case study of the organizational climate, leadership, teaching, systems, programs, and student outcomes at Miami-Dade Community College (MDCC), this book addresses questions related to the achievement of both open access and high academic standards in the community college. Chapter I presents the rationale for the study and explains the Roueche-Baker Community College Excellence Model depicting the character of MDCC. Chapter II gives a brief history of MDCC and describes the social context of the educational reform program initiated by MDCC in 1975. Chapter III outlines the reforms initiated, planned, and implemented by the MDCC staff in eight basic areas: (1) curriculum, including general education courses; (2) assessment testing; (3) basic skills support; (4) Emphasis on Excellence, an honors program; (5) standards of academic progress; (6) Academic Alert, a feedback system about academic standing; (7) the computerized Advisement and Graduation Information System; and (8) faculty and staff development. Chapter IV presents the results and outcomes of these reforms. Chapters V, VI and VII presents findings regarding the organizational climate, leadership, and teaching at MDCC. Finally, chapter VIII summarizes the study findings. An eight-page reference list concludes the volume. (LAL)

ED 274 405 JC 860 533

Ballard, Ronald L.

Toward an Appropriate Exit Examination for English Composition.

Hagerstown Junior Coll., Md.
PUB DATE- 9 Jul 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Community Colleges; *Educational Testing; English Instruction; Essay Tests; *Evaluation Criteria; Holistic Evaluation; *Test Construction; Two Year Colleges; *Writing (Composition); *Writing Evaluation; Writing Skills

A model exit examination for a community college English composition course is presented, along with a discussion of the evaluation criteria used and the content areas assessed by the examination. First, methods of objectively evaluating written examinations are discussed, and analytical scoring methods are contrasted with the holistic scoring approach. Next, the paper reviews research and literature concerned with writing competence and standards for writing evaluation, and suggests that writing competence consists of a person's ability to write for a variety of purposes and audiences in a manner characterized by adequate substance coherently organized and correctly presented. The paper concludes that the best exit examination for English composition would be one consisting of carefully described writing tasks reflecting the course's content, while at the same time providing the teacher with a useful instrument for rank ordering the writing competence of every student in the class. After presenting the model exit examination, the paper details evaluation criteria for each of the four writing tasks in the examination. Guidelines are provided for determining quality and scope of content, organization and presentation, style and form, and reader response. A bibliography is included. (LAL)

Towards Universalization of Primary Education in Asia and the Pacific: Country Studies--Indonesia.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 84
NOTE- 61p.; In: "Towards Universalization of Primary Education in Asia and the Pacific: Country Studies"; see PS 016 069. Some charts contain small type.
AVAILABLE FROM- UNIPUB, 10033/F, Martin Luther King Jr. Highway, Lanham, MD 20706-4391 (Complete volume $52.50 in U.S. funds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Educational Administration; *Educational History; *Educational Innovation; Educational Legislation; *Educational Planning; *Educational Policy; *Elementary Education; Enrollment; *Equal Education; Foreign Countries; Program Descriptions; Standards
IDENTIFIERS- *Indonesia

Primary education in Indonesia is described in this study. Chapter One takes up several topics, including the historical background of educational development, basic direction and policy, general organization of the school system, organizational structure, primary school management, teaching staff at primary schools, educational supervision, supply of textbooks and teaching materials, in-service teacher education, supply of primary school buildings, and the participation of citizens at the local level. Chapter Two discusses enrollment, standards for primary schools, curriculum development, and out-of-school education. Chapter Three focuses on national policy and planning for universal primary education, giving particular attention to legal foundations, strategies, drop-outs and grade repetition, teacher education, plans for school building provision, and language used as the medium of instruction. Chapter Four describes significant new developments and programs concerning Teacher Training Institute Laboratory primary schools, formal and non-formal education within the frame of compulsory education, primary school administration, and methods of promotion and appointment in teacher functional posts. Related charts and tables are appended. (RH)

ED 274 479 RC 015 912

Price, Michael
Kentucky Demographics: Demographic and Economic Impacts of Migration in Kentucky, 1975-80. No. 11.
Louisville Univ., Ky. Urban Studies Center.

PUB DATE- May 85
NOTE- 24p.
AVAILABLE FROM- Urban Studies Center, Attn: Publications, University of Louisville, Louisville, KY 40292.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Demography; Economic Factors; *Educational Attainment; *Income; *Labor Force; *Migration; Migration Patterns; Population Trends; Relocation; Residential Patterns; Rural to Urban Migration; Urban to Rural Migration
IDENTIFIERS- *Impact; *Kentucky; Nonmigrants

This analysis of demographic and economic impacts of migration compared samples of nonmigrants, inmigrants, and outmigrants for Kentucky from 1975 to 1980. Age, gender, race, birth place, educational attainment, income, and labor force characteristics were compared for the three groups. Inmigrants, including intrastate migrants, were compared on metropolitan or nonmetropolitan relocation choices. The analysis found inmigration increases in all age groups except those 65 years and older, with the 18-year-old and under experiencing the largest increase. Migration had little effect on racial composition and native population. Migrants were more highly educated than nonmigrants; outmigrants were more likely to have attained higher education. Nonmigrant incomes were higher than those of inmigrants; outmigrant incomes were highest. Net outmigration occurred among the civilian labor force, resulting in a loss of workers from all occupational groups except farming, forestry, and fishing. One in four migrants held managerial/professional positions; numbers of inmigrant and outmigrant workers in professional services were approximately the same. Inmigrants to metropolitan areas were more likely to be female, younger, nonwhite, better educated, and making higher incomes than inmigrants to nonmetropolitan areas. Four tables and nine figures supplement the text. (LFL)

ED 274 493 RC 015 940

Bertani, Katherine

A Program in Art for Small Schools. Priority Country Area Program, Queensland Project Report 3.

Priority Country Area Program Office, Brisbane (Australia).

SPONS. AGENCY- Queensland Dept. of Education, Brisbane (Australia).
REPORT NO.- ISBN-0-7242-1727-4
PUB DATE- Jun 86
NOTE- 82p.; For report number 2, see ED 262 930.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; Art Education; Art Materials; Creative Activities; *Curriculum Development; Elementary Education; Elementary School Curriculum; Learning Activities; *Multigraded Classes; One Teacher Schools; Resource Units; *Rural Education; Rural Schools; *Small Schools; *Visual Arts

Written for use in small primary schools where children of varying ages and abilities are under the guidance of one teacher and where art is frequently neglected because of teacher workloads, these lessons form a comprehensive art program. The curriculum is divided into five categories according to medium: painting and drawing, modelling, collage and construction, printmaking, and textiles. For each medium, progressions of 5 to 7 lessons are suggested for lower, middle, and upper school children. Each lesson includes the skills and knowledge to be developed, the materials needed, and a brief description of student activities. The painting and drawing lessons begin with the use of color to depict emotion and go on to explore texture, tone, line, and combined media. The modelling section suggests numerous ways to explore the qualities of plasticine, clay, and papier-mache. The collage and construction lessons include joint projects where children work together to make a musical band and construct a dragon. To learn about printmaking, children make prints from a variety of materials beginning with hands and feet and progressing to printing blocks. Fabric construction and fabric decoration are the focus of lessons in the textiles section. (JHZ)

ED 274 507 RC 015 960

Tri-County Educational Improvement Project. Final Narrative Report.
Sage Inst. of Canada, Inc., Edmonton (Alberta).
SPONS. AGENCY- Alberta Dept. of Education, Edmonton.
PUB DATE- 16 Jul 86
NOTE- 53p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Attitudes; Board of Education Role; *Community Attitudes; Delivery Systems; Educational Administration Educational Assessment; Educational Finance; *Educational Improvement; Educational Needs; Educational Objectives; Elementary Secondary Education; Foreign Countries; Inservice Education; Leadership Training; *Local Issues; *Needs Assessment; *Rural Education; Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Alberta; Alberta (Newell County); Alberta (Vulcan County); Alberta (Warner County); Canada; Counties; Sage Analysis

Sage Institute of Canada, Inc. measured the priorities for improving education that are held by professional staff, the boards, and the public in the Alberta counties of Newell, Vulcan, and Warner. Over 1,800 people participated in identifying issues, conditions, and suggestions for improvement. They then assisted in validating the information and placing each item in a priority ranking. Results were compiled for each of approximately 10 groups in each county from which county steering committees developed recommendations. Finally, Sage Institute prepared summary recommendations reflecting what emerged as the major recommendations of the project: (1) assure that the actions taken in managing the educational enterprise at all levels focus upon the primary goal of meeting the educational needs of children; (2) determine alternative means of financing education in rural areas, especially where enrollments are low and declining; (3) enable boards to take appropriate action to keep viable school programs available to rural families (including the organization of an agency to assume the responsibility to determine conditions under which small schools would remain in operation); and (4) provide in-service instruction to boards and professional staff in the areas of leadership, management, and methods of instruction that emphasize student learning as the primary focus of schools. (Author/NEC)

ED 274 535 SE 047 232

Perkins, John H., Ed.; And Others
International Aspects of Environmental Education. Monographs in Environmental Education and Environmental Studies. Volume III.
North American Association for Environmental Education, Troy, OH.
PUB DATE- Jul 86
NOTE- 324p.; For volumes 1 and 2 of this series, see ED 251 293 and ED 259 879. Some graphics and tables contain small print.
AVAILABLE FROM- North American Association for Environmental Education, P.O. Box 400, Troy, OH 45373 ($8.00).
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Air Pollution; *Area Studies; *Curriculum Evaluation; Curriculum Research; Ecology; Elementary Secondary Education; *Environmental Education; Environmental Influences; *Foreign Countries; *Global Approach; Higher Education; International Education; *International Studies; Pollution; Science and Society; Science Education
IDENTIFIERS- Environmental Awareness; Environmental Education Programs; *Environmental Education Research

This document contains four sections which deal with various aspects of international environmental education. Section 1 includes papers that describe environmental education projects and programs in South America, Europe, India, Scotland, the Arab states, and the Sudan. An additional article in this chapter compares the environmental education adoption potential of inservice workshop participants in both developed and developing countries. Section 2 contains papers on methods and perspectives on the evaluation of curriculum. It includes articles dealing with the evaluation of environmental education and curriculum materials, analyses of case studies of international environmental campaigns, a study of preconceptions of the biosphere held by children in several countries, and an examination of a new environmental awareness in science education. Section 3 includes two curricular proposals. One describes an action research approach to environmental problem solving, while the other proposes a method for teaching about international environmental issues at the university level. The final section of the document contains two papers on the environmental problems of international significance. One paper summarizes recent scientific findings on acid rain. The second proposes an educational strategy for addressing the problem of nuclear arms. (TW)

ED 274 143 FL 015 903

Everett, Daniel
Ternarity and Obligatory Branching in Piraha.
PUB DATE- 86
NOTE- 30p.; In: Work Papers of the Summer Institute of Linguistics, Volume 30, 1986; see FL 015 901.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; Comparative Analysis; Foreign Countries; *Grammar; Language Research; Linguistic Theory; Research Methodology; *Stress (Phonology); *Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- *Brazil; *Piraha

It is argued that the analysis of stress placement in Piraha offers important new evidence on the proper characterization of prosodic organization and the notational devices necessary to express this organization. It is shown that Piraha stress placement is intractable to either a grid account or a binary branching analysis, but that an insightful perspective on a variety of stress-related phenomena is available if it is assumed that the language has ternary, obligatory branching feet. Evidence is presented from the assignment of stress in morphologically simple words, lexical compounds, words with extrametrical suffixes, and transmorphemic stress shifts and clash resolutions. (Author/MSE)

ED 274 176 FL 016 015

Oller, John W., Jr.
A Preview of "Methods That Work."
PUB DATE- Mar 84
NOTE- 21p.; In: On TESOL '84. A Brave New World for TESOL. Selected Papers from the Annual Convention of the Teachers of English to Speakers of Other Languages (18th, Houston, Texas, March 6-11, 1984); see FL 016 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Book Reviews; *Classroom Techniques; Educational Strategies; English (Second Language); *Instructional Effectiveness; Linguistic Theory; *Pragmatics; *Second Language Instruction; *Teaching Methods

A sampling of classroom approaches for second language teaching included in the book "Methods That Work: A Smorgasbord of Ideas for Language Teachers" is outlined. The methods covered include Total Physical Response, Silent Way, The Natural Approach, several dramatization techniques, and the pragmatic curriculum. It is concluded that these methods work because they require students to link up utterances in the target language with facts that are in some sense fixed or established, or at least imagined or portrayed in film or drama. Pragmatic theory suggests that this linkage will be easier to establish and that texts will be of greater benefit to the students to the extent that the texts are episodically organized, or logically structured and motivated by conflict. (MSE)

ED 274 223 FL 016 107

A Parent Involvement Model for Use with Limited English Proficient High School Students. Teacher's Guide: The Vocationally Oriented Bilingual Curriculum.

Arlington County Public Schools, Va.; Trinity Coll., Washington, D.C.

SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.

PUB DATE- 86

NOTE- 20p.; Developed by the Trinity-Arlington Teacher and Parent Training for School Success Project. For related documents, see FL 016 103-106.

GRANT- G00-83-02061

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Acculturation; Bilingual Education; *Career Guidance; Classroom Techniques; *English for Special Purposes; High Schools; Immigrants; *Job Search Methods; Limited English Speaking; *Parent Participation; *Parent Teacher Cooperation; Secondary Education; Teaching Guides

This teaching guide accompanying materials for parents to support the efforts of their limited-English-speaking high school children in a vocationally-oriented bilingual secondary program provides an explanation of the program and its objectives and suggests techniques for introducing and using the materials effectively with the parents. Steps to use in replicating the program in other districts, beginning with identification of the target population and proceeding through implementation, identifying community liaisons, selecting educators, scheduling, orientation, and evaluation are provided. A sample parent introduction letter, certificate of participation, and teacher's record chart are also included. (MSE)

ED 274 238 HE 019 666

Kuh, George D., Ed.; McAleenan, Andrea C., Ed.
Private Dreams, Shared Visions: Student Affairs Work in Small Colleges. National Association of Student Personnel Administrators Monograph Series, Volume 5.
National Association of Student Personnel Administrators, Inc.
REPORT NO.- ISBN-0931654-07-6
PUB DATE- Apr 86
NOTE- 125p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Environment; College Planning; Financial Problems; Higher Education; Institutional Characteristics; Institutional Research; *Small Colleges; *Staff Role; *Student Personnel Services; *Student Personnel Workers

The role of student affairs staff in small colleges is considered in eight chapters. Topics of discussion include: conditions facing small colleges, the small college ecology, the role of the student affairs division in providing leadership for institutional planning and research, examples of innovative programming that maximize scarce resources at small colleges, synergy and personalism at small colleges and characteristics of successful student affairs staff, the chief student affairs officer's role in a small college setting, the ethos of student affairs work in a small college from the generalist's point of view, and positive conditions for student affairs work. Chapter titles and authors are as follows: "The Context for Student Affairs Work in Small Colleges" (Andrea C. McAleenan, George D. Kuh); "The Small College as a Developmentally Powerful Learning Environment" (Kent T. Hawley, G. Kuh); "The Role of Student Affairs in Planning and Institutional Research" (Daryl G. Smith); "Innovative Programming: The Small College Approach" (Deborah L. Floyd, Wanda Hendricks, Steve Larson, Cheryl Mabey, Rebecca Mattson, Samuel Mazman, A. McAleenan, Roger Morris, Raymond P. Rood); "Notes on Student Affairs Administration in the Small College" (Robert B. Young); "The View from the Top: The Small College Chief Student Affairs Officer's Experience" (David Dodson, Patricia M. Volp, A. McAleenan); "The Small College Experience: The Generalist's Perspective" (Rob Goffigon, Janet Wright, Debra Lacey, G. Kuh); and "The Future of Student Affairs Work in Small Colleges" (G. Kuh, A. McAleenan). (SW)

ED 274 420 PS 016 016

Pepper, Joanne V.
Parent and Child: A Parenting Awareness Program for Home Based Head Start.
PUB DATE- 85
NOTE- 124p.; Pages 100-112 in the appendix contain copyrighted material and are not available for reproduction. They have not been included in the pagination.
AVAILABLE FROM- Kaplan School Supply Corporation, P.O. Box 25408, Winston-Salem, NC 27114-5408 ($18.50, plus shipping).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Rearing; Guidelines; *Learning Activities; *Lesson Plans; Parent Education; *Parents; Teaching Methods
IDENTIFIERS- *Home Based Programs; *Project Head Start

Designed specifically for the home-based component of Head Start, this parent education program aims to foster more effective, positive, and satisfying parenting skills and relationships. Part I of the handbook provides an overview of the program as well as guidelines for working with adults. Addressed to the program leader, Part II offers specific information on the development and implementation of the parenting awareness program. Part III provides the content and supporting material for eight 2-hour sessions for 8 to 12 adults. Topics addressed include: (1) recognizing strengths/self concept; (2) family/parental influence; (3) child development; (4) communication; (5) encouraging appropriate behavior in young children; (6) preventing inappropriate behavior in young children; (7) play is learning; and (8) at home educational activities. The section for each topic

provides information that is for the facilitator, about lesson design, and concerns activities to be done at home. A handout for parents completes each section. Guidelines for formative and summative evaluation are included in the handbook, as are (1) lists of free and inexpensive materials and community resources and (2) appendices providing basic information about children's art, child development, incidental learning, and creative ideas for utilizing the home as an environment for learning. (RH)

ED 274 191 FL 016 030

Ekong, Pamela Hemmick

Local Acceptability as a Factor in Selecting a Model for Teaching ESL: Nigerian Teachers' Attitudes Toward Varieties of Spoken English.

PUB DATE- Mar 84
NOTE- 13p.; In: On TESOL '84. A Brave New World for TESOL. Selected Papers from the Annual Convention of the Teachers of English to Speakers of Other Languages (18th, Houston, Texas, March 6-11, 1984); see FL 016 005.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English (Second Language); *English Instruction; Foreign Countries; *Language Variation; *Local Norms; Regional Characteristics; Second Language Instruction; *Standard Spoken Usage; *Teacher Attitudes
IDENTIFIERS- *Nigeria

This study sought to determine whether there is a variety of Nigerian English acceptable as a teaching model to prospective Nigerian primary school teachers of different ethnic groups. Results indicate that: (1) contrary to common belief, there are Nigerians of different ethnic groups who speak a variety of English acceptable to other Nigerians of different ethnic groups; (2) there are Nigerians of different ethnic groups who, in an interview situation, speak a type of English cutting across ethno-regional lines; and (3) there is a variety of Nigerian English that may be phonetically standard because the majority of its speakers use standard native grammar, vocabulary, and approximate standard British phonology. The findings suggest that listeners' perceptions of features of speech associated with education, economic standing, and ethno-geographic origin might be more significantly related to acceptability than ethnic group and sex, and that factors related to speech delivery, such as pleasantness and interest level, might be even more strongly related. Substantial further phonetic analysis and research on variables affecting acceptability and intelligibility are recommended. (MSE)

ED 274 207 FL 016 091

Banu, Rahela
Child vs. Adult in Second Language Acquisition: Some Reflections.
PUB DATE- 86
NOTE- 10p.; In: WATESOL Working Papers, Number 3, Spring 1986; see FL 016 085.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adults; *Age Differences; *Children; Comparative Analysis; Difficulty Level; *Language Research; *Learning Processes; Linguistic Theory; Literature Reviews; Neurological Organization; *Second Language Learning; Success; Time Factors (Learning)

The popular view that children have an advantage in learning a second language has considerable support in research, although it is not uncontested. One approach proposes that the child possesses a unique capacity for language that the adult no longer has. Another view argues that the child's brain is more flexible. A third approach assumes that language acquisition is innately determined and depends on some necessary neurological factors and unspecified minimum linguistic input during a critical period of brain lateralization of language specialization. Some recent research on the relationship of age differences and second language acquisition among children and between children and adults refutes the generalized early sensitivity hypotheses. Some of the age controversy also rests in methodological questions. In addition to physiological and age-related factors, the elements of motivation, attitude, and social-psychological distance are very important, the last being especially important in acquisition of phonology and eventual overall proficiency. Pragmatics and semantics may also provide some explanation for early sensitivity, including the idea that the communicative demands on adults are greater than they are for children. (MSE)

ED 274 279 HE 019 719

Unified Budget Recommendations for Fiscal Year 1984-85. Alabama Commission on Higher Education.

Alabama State Commission on Higher Education, Montgomery.

PUB DATE- Feb 84
NOTE- 190p.; Not available in paper copy due to small print.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgets; College Programs; Educational Finance; Financial Policy; Higher Education; *Operating Expenses; Research; *Resource Allocation; *State Colleges; *Statewide Planning
IDENTIFIERS- *Alabama

Recommendations for appropriations to each public college and university in Alabama are presented by the Alabama Commission on Higher Education in its 1984-1985 unified budget report. After explaining the basis of the recommendations, attention is directed to operating needs for 1984-1985, higher education appropriations for 1983-1984, and funding formulas. The 1984-1985 budget recommendations are provided in three segments: (1) a basic operating budget that stresses instructional program needs while providing minimum increases (6%) in support for most research and service activity; (2) additional increments to the budgets of a number of institutions to provide critical support or to realize important opportunities; and (3) a listing of programs and amounts proposed for funding from one-time funds. Tables provide for each college and for the state the following information by program/type of appropriation: appropriations for 1982-1983 and 1983-1984, 1983-1984 "needs" recommendation, 1984-1985 request, percent change over 1983-1984 appropriation, 1984-1985 formula, and 1984-1985 needs computation. Funding formulas for the regular academic programs and for professional school programs are discussed. Appended are data on headcount enrollments and credit hour production for universities, senior and junior institutions, and technical institutes. (SW)

ED 274 307 IR 012 279

Becker, Henry Jay

The Second National Survey of Instructional Uses of School Computers: A Preliminary Report.

PUB DATE- 85
NOTE- 32p.; Paper presented at the World Conference on Computers in Education (Norfolk, VA, July 29-August 2, 1985). For a summary of the first national survey, see ED 257 448.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; *Computer Uses in Education; Cost Effectiveness; Data Collection; Discovery Learning; Educational Trends; Elementary Secondary Education; *Microcomputers; National Surveys; Programing; Use Studies; Word Processing

This report presents preliminary descriptive data from a national survey of U.S. elementary schools, conducted in 1985, which focused on the schools' instructional uses of computers, including efficiency and cost-effectiveness. Specific topic areas covered include: (1) what hardware is in different types of schools; (2) which teachers use the equipment with their students; (3) allocation of computer time among computer-assisted instruction, programming, discovery-learning, word processing, and other activities; (4) number of students involved in computer use of various types; (5) how much girls, "average" students, and below-grade-level students are using computers in comparison with boys and higher-achieving students; (6) teachers' perceptions of the primary functions of computers and consequences that have emerged from computers' use; (7) changes that have been observed between 1983 and 1985; and (8) the primary problems that teachers see preventing more effective use of computers. Eight graphs illustrate the data presented in this report. Additional detailed analyses of the survey data will be reported in a series of newsletters to be issued on a periodic basis. (DJR)

ED 274 348 IR 051 637

Smith, Stanley V.
Library Statistics of Colleges and Universities, Fall 1975. Institutional Data.
National Center for Education Statistics (DHEW), Washington, D.C.
REPORT NO.- NCES-77-206
PUB DATE- 77
NOTE- 401p.; Due to small type font, legibility may be limited.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Library Circulation; *Library Collections; Library Cooperation; *Library Expenditures; Library Facilities; Library Networks; *Library Personnel; *Library Services; Library Statistics; National Surveys; Questionnaires; Salaries; Wages
IDENTIFIERS- *Higher Education General Information Survey; *Library General Information Survey

This report is part of the National Center for Education Statistics' Tenth Annual Higher Education General Information Survey (HEGIS), and also part of the first Library General Information Survey (LIBGIS). Extensive statistical data are presented in seven lengthy tables as follows: (1) Number of Units Held at End of Year in Library Collection, 1974-75; (2) Number of Units Added to Library Collection, 1974-75, and Periodical Subscriptions, Fall 1975; (3) Library Operating Expenditures, by Category of Expenditure, 1974-75; (4) Number of Regular Library Staff in Full-Time Equivalents (FTE) and Contract Salaries and Wages for Regular Library Staff, by Position Category, Fall 1975, and Hours of Student Assistance, 1974-75; (5) Number of Full-Time Professional Staff, by Sex and by Highest Earned Degree, Number of Part-Time Professional Staff in Full-Time Equivalents (FTE), by Sex, and Number of Contributed Services Staff (FTE), Fall 1975; (6) Loan Transactions, 1974-75, and Physical Facilities by Type, Number of Hours Library Was Open per Typical Week, Number of Days Library Was Open 2 Hours or More per Typical Week, Classification System Used for New Acquisitions, and Participation in a Consortium, Cooperative Arrangement, and/or Network, Fall 1975; and (7) Indexes Concerning Operating Expenditures, 1974-75, Bookstock Held at End of Year, 1974-75, and Library Staff (FTE), Fall 1975. Data shown in this report are for the libraries of 2,962 colleges and universities and 18 jointly serving three or more institutions or branches, for a total of 2,980 libraries. The survey questionnaire is appended. (KM)

ED 274 363 IR 051 654

An Evaluation of Alberta Education's Library Services. Summary Report.
Deloitte Haskins & Sells Assoc., Edmonton, Alberta.
SPONS. AGENCY- Alberta Dept. of Education, Edmonton.
PUB DATE- Apr 86
NOTE- 30p.; For the full report, see IR 051 653.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Foreign Countries; Library Cooperation; *Library Planning; *Library Services; Library Standards; *Long Range Planning; Policy Formation; Program Effectiveness; *Program Evaluation; *Special Libraries; State Departments of Education; User Needs (Information); User Satisfaction (Information)
IDENTIFIERS- *Alberta; Canada; *Education Libraries

The report provides an overview of the findings, analysis, and conclusions of the external evaluation of the effectiveness of Alberta Education Library Services conducted between September 1985 and March 1986 under the guidance of the Library Services Evaluation Steering Committee (Phase 2 of the evaluation and planning process initiated in 1985 to clarify the future role and direction of the library services). The purpose of the study was to identify the strengths and weaknesses of the library services program and to provide guidance to the interdivisional steering committee regarding key delivery and service issues to be considered in developing the long-term plan for library services (Phase 3). The study methodology, study findings, a special library model, evaluation of library services, conclusions of the study, and guidelines for Phase 3 are briefly summarized. (KM)

ED 274 378 IR 051 699

Adams, Mignon S.; And Others
Evaluating a Library Instruction Program: A Case Study of Effective Intracampus Cooperation.
PUB DATE- 83
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Class Activities; College Faculty; *College Libraries; Cooperation; Formative Evaluation; Higher Education; Librarians; *Library Instruction; Needs Assessment; Program Effectiveness; *Program Evaluation; Student Needs; *User Needs (Information)
IDENTIFIERS- Course Integrated Library Instruction; *Research Courses; *State University of New York Coll at Oswego

A variety of resources is needed to effectively carry out a comprehensive evaluation of any reasonably complex program of library instruction. At the State University College at Oswego, New York, the means and motivation for carrying out formal evaluation of a college library's instruction program were greatly enhanced when librarians cooperated with a campus research course. The library's program became a class project; faculty and staff shared their expertise; and these symbiotic efforts resulted in a fairly comprehensive evaluation project. The total evaluation process has included a faculty needs assessment, evaluation of current library instruction offered through freshman English and upper-level psychology courses, and feedback from graduating students. The research results have prompted improvements in the library instruction program, and they form a basis for continuing evaluation. This case study suggests that librarians look to their campus environments for stimulus and help, since colleges are usually rich in resources needed for program evaluation. (Author/KM)

ED 274 435 PS 016 047

Filipson, Leni; Schyller, Ingela
Smabarnens Kultur-Och Mediebarometer. (Barometer of Children's Cultural Activity).
Swedish Broadcasting Corp., Stockholm.
REPORT NO.- ISBN-91-7552-400-7
PUB DATE- Nov 85
NOTE- 25p.
LANGUAGE- Swedish
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Cultural Activities; Foreign Countries; *Mass Media; Statistical Surveys; Tables (Data); *Young Children
IDENTIFIERS- *Media Habits; *Sweden

This is the first of a planned series of investigations of the media habits and other cultural activities of 3- to 8-year-old Swedish children. Diagrams show the percent of children who use the various media on an average day and the frequency of their participation in such activities as visits to the theater, museum, or library. The amount of time spent with the media is noted, and, in the case of other cultural activities, the context in which the activity took place is noted, whether family, nursery school, school class, or other. (RH)

ED 274 522 SE 047 216

Conrath, Melissa Moorhead
Comparison of Selected Instructional and Classroom Management Practices of Graduates from Two Science Teacher Education Programs.
Ohio State Univ., Columbus. Graduate School.
PUB DATE- 86
NOTE- 252p.; Ph.D. Dissertation, Ohio State University.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Dissertations/Theses - Doctoral Dissertations (041) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Techniques; Higher Education; Inquiry; Learning Strategies; *Preservice Teacher Education; Science Education; *Science Teachers; Secondary Education; Secondary School Science; *Secondary School Teachers; Teacher Attitudes; Teacher Characteristics; *Teacher Education Programs; Teaching Methods
IDENTIFIERS- *Ohio State University; *Science Education Research

The purpose of this study was to compare graduates of the Undergraduate and Post-Degree Programs in secondary school science at the Ohio State University, with respect to their attitudes toward the use of inquiry activities, use of inquiry activities in the classroom and the use of effective classroom management practices. Teacher characteristics and contextual variables which were related to these attitudes and practices were also identified. The sample consisted of 51 graduates teaching full-time in the United States who received teacher certification within five years of the study. Results indicated significant differences between the undergraduate and post-degree graduates with respect to their attitudes toward inquiry. Post-Degree Program graduates held more positive attitudes toward inquiry-oriented laboratory preparation. No significant differences were found between the two groups in their use of inquiry or effective management practices. Teachers rated high in their use of inquiry were more likely to be perceived by students as having positive student-teacher relationships and using effective management practices. In addition, these teachers felt they had no discipline problems and worked with administrators who provided sufficient support for discipline and instruction. Extensive appendices include program descriptions, study instruments and questionnaires, a table showing means, standard deviations, and number of cases for all variables, and a correlation matrix for all variables. (ML)

Schreuder, Robert; van Bon, Wim H. J.
Phonemic Analysis: Effects of Word Properties.
PUB DATE- 86
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Child Language; Dutch; Linguistic Theory; *Morphophonemics; *Phonemics; Young Children
IDENTIFIERS- *Segmentation (Verbal)

The phonemic effects of word length, consonant-vowel structure, syllable structure, and meaning on word segmentation were investigated in two experiments with young children. The decentration hypothesis, which predicts that children who habitually direct their attention to word meaning would concentrate better at analyzing a spoken form without meaning (a pseudo-word) and would perform better on pseudo-words than on existing, structurally similar words, was tested. Results provide strong evidence that an onset-rime distinction is relevant for the process of segmentation, and word meaning seemed to have no influence, suggesting that the decentration hypothesis can be abandoned as an explanation for segmentation difficulties. It is concluded that effects of length and syllabic boundary can be explained by the disruptive effect of consonant clusters, which are not only difficult to segment by themselves but also adversely affect the processing of segments earlier in the word, and that a simple, strictly serial model for segmentation is not adequate. The results also indicate that an articulatory rather than phonological code is the object of segmentation. (MSE)

ED 274 177 FL 016 016

Maley, Alan
On Chalk and Cheese, Babies and Bathwater and Squared Circles: Can Traditional and Communicative Approaches Be Reconciled?
PUB DATE- Mar 84
NOTE- 12p.; In: On TESOL '84. A Brave New World for TESOL. Selected Papers from the Annual Convention of the Teachers of English to Speakers of Other Languages (18th, Houston, Texas, March 6-11, 1984); see FL 016 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Communicative Competence (Languages); Comparative Analysis; *Conventional Instruction; *Educational Change; *Educational Strategies; *English (Second Language); Foreign Countries; Second Language Instruction
IDENTIFIERS- *China; Communicative Approach

Many second language teachers in the People's Republic of China, upon encountering the communicative approach, reject it as both unworkable and unnecessary in China, where traditional instruction produces the expected results. However, the educational system is such that students who get to the university are highly motivated and talented, but the demand for larger numbers to be trained in foreign languages may require other approaches, and the kind of English taught traditionally may not be appropriate for contemporary society. The strengths of the traditional approach can be used to support the communicative approach by: (1) using the traditional study scheme of preview, practice, and review but changing the content of each stage; (2) using traditional procedures but changing the content or manner of instruction, such as substituting a lexicon or thesaurus for a dictionary in vocabulary memorization exercises; and (3) using students to teach each other. Changes occurring in the Chinese educational system, such as new teaching materials, testing requirements, the influence of graduate students returning from overseas training, and new advanced teacher training courses, give hope of reconciling seemingly irreconcilable differences in instructional approach. (MSE)

ED 274 252 HE 019 692

Oversight Hearing on the Reauthorization of the Higher Education Act of 1965. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session (McKeesport, Pennsylvania).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 12 Jul 85
NOTE- 100p.; Serial No. 99-71. Portions of document contain small print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; Credit (Finance); *Eligibility; *Federal Aid; *Federal Legislation; *Financial Aid Applicants; Financial Support; Government School Relationship; Hearings; Higher Education; Income; Loan Repayment; Student Costs; *Student Financial Aid; *Student Loan Programs; Two Year Colleges
IDENTIFIERS- Congress 99th; Guaranteed Student Loan Program; *Higher Education Act 1965; Pell Grant Program; Pennsylvania

Hearings on reauthorization of the Higher Education Act of 1965 that were held in McKeesport, Pennsylvania, in 1985 are presented. The largest and most important programs contained in the Higher Education Act provide grants, loans, work opportunities, and special services to students with a demonstrated need for federal financial aid. These student aid programs play a major role in achieving the federal objective of equal educational opportunity. The Act also contains programs to assist college libraries, international education, and cooperative education, as well as the Fund for the Improvement of Postsecondary Education. Testimony is offered by representatives from large public and private institutions, small private and public colleges, two- and four-year colleges, and from agencies and persons that serve specific constituencies. Included is an overview of the situation facing residents of economically depressed areas in Pennsylvania who are unemployed or underemployed and no longer financially able to help their children with tuition and other college costs. It is noted that Pennsylvania ranks second nationally in the amount of money in default on student loans and in the number of students who are in default. The implications of the Reagan Administration's proposals to decrease aid and restrict eligibility for aid are addressed. (SW)

ED 274 265 HE 019 705

Brinkman, Paul T.; Niwa, Shelley
Statistical Cost Estimation in Higher Education: Some Alternatives.
PUB DATE- 31 Aug 83
NOTE- 58p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Algorithms; *College Students; *Cost Estimates; Full Time Students; Higher Education; *Least Squares Statistics; Part Time Students; *Statistical Analysis; *Two Year Colleges
IDENTIFIERS- *Econometrics; *Ridge Regression Analysis

Recent developments in econometrics that are relevant to the task of estimating costs in higher education are reviewed. The relative effectiveness of alternative statistical procedures for estimating costs are also tested. Statistical cost estimation involves three basic parts: a model, a data set, and an estimation procedure. Actual data are used to assess whether the ridge techniques provide a viable alternative to the more familiar ordinary least squares approach within the collinear environment characteristics of translog models. The translog model that is used for the study generates marginal cost estimates for full-time and part-time students at two-year colleges. In every comparison conducted for the study, the ridge procedure was superior to the ordinary least squares approach. Of importance were ridge improvements in the precision and stability of estimated coefficients, since marginal cost estimates were a function of a set of coefficients. In addition, the ridge regression provided a means for data and model exploration. Comparing ordinary least squares and ridge estimates, and especially by examining ridge traces and variance inflation factors, can also promote understanding of the effects of multicollinearity (i.e., highly correlated explanatory variables) in a given situation. Algorithms and graphs are included. A five-page list of references concludes the document. (SW)

Catholic Secondary Schools and Colleges: Renewing the Partnership. Proceedings of the Symposium on Secondary School-College Collaboration (Anaheim, California, April 3-5, 1986).

Association of Catholic Colleges and Universities, Washington, D.C.; National Catholic Educational Association, Washington, D.C.

PUB DATE- Apr 86
NOTE- 80p.
AVAILABLE FROM- National Catholic Educational Association, 1077 30th Street, N.W., Washington, DC 20007-3852 ($5.30 nonmembers, $4.00 members).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Articulation (Education); *Catholic Schools; *Church Related Colleges; College Curriculum; *College School Cooperation; *Cooperative Planning; Educational Objectives; Higher Education; *High Schools; Institutional Mission; Leadership Responsibility; Secondary Education; Secondary School Curriculum

Proceedings of the 1986 Symposium on Catholic Secondary School and College Collaboration are presented. In addition to outlining the background to the symposium, including meetings of National Catholic Education Association task forces, the activities and topics of the symposium and some outcomes are summarized. A brief statement of plans for college and secondary school partnerships are presented for the following regions: Northwest, West, North Central, South, Middle States, and New England. Symposium participants and their addresses are also listed, along with the organizations they represent. Included are four papers that address the four main topics of the conference: vision, mission, leadership, and curriculum. Paper titles and authors are as follows: "The Mission of the Catholic High School and the Catholic College, 1986" (John S. Cummins); "Catholic Secondary Schools and Colleges: Renewing the Vision" (Michael J. Guerra); "Leadership: Twenty-First Century Style" (Mary D. Griffin, Christine Fritz, Marla Loehr, August Rakoczy); and "Catholic Secondary Schools and Colleges: Partnership in a Continuous Curriculum" (Mary Peter Traviss). (SW)

Cowles, Jim; And Others

Computer Laboratory Management--Making Effective Use of Your Computers.

PUB DATE- Feb 86

NOTE- 59p.; Paper presented at the Ohio State Department of Education Computer Fair (Columbus, OH, February 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Software; *Design Requirements; Elementary Secondary Education; Environmental Influences; Equipment Maintenance; *Learning Laboratories; *Microcomputers; Policy; Program Effectiveness; *Program Implementation; Records (Forms); School Districts
IDENTIFIERS- Software Evaluation

The information on the establishment and management of a school microcomputer laboratory that is provided in this paper emphasizes ways in which use of the facility by students can be maximized, and is intended for use by other districts that have or are establishing computer labs in their buildings. The Lancaster (Ohio) City Schools serves as a model for discussing concerns encountered in managing labs, and for providing descriptions of some of the techniques and methods that have proved successful in operating, managing, and controlling the computer hardware and software. Initial problems and other issues include a secure and accessible location; climate control; lighting and seating design; power requirements, including circuits, outlets and filtering equipment; lab size; computer security; lab staffing, including the use of volunteers; proficiency testing of students before computer use; maintenance, including policies and rate of service; staff training; the availability of an open lab for all students regardless of their academic levels; and establishment of rules and procedures for computer usage. Sample materials developed to help promote effective use of the lab and copies of licensing procedures, software lists, student worksheets and tests, and other items that were used in promoting and managing the Lancaster labs are attached. (DJR)

ED 274 392 JC 860 514

Tichenor, Richard
Student Nonreturn Rates at St. Louis Community College: An Examination of the Impacts of Educational Goals and Enrollment Status.
Saint Louis Community Coll., MO. Office of Institutional Research and Planning.

PUB DATE- 16 Sep 86
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Community Colleges; *Dropout Characteristics; *Dropout Prevention; Dropout Research; Dropouts; Full Time Students; Institutional Evaluation; Part Time Students; *School Holding Power; Student Attrition; *Student Educational Objectives; Two Year Colleges; *Two Year College Students; Withdrawal (Education)

A study was conducted at St. Louis Community College to disaggregate statistics for fall 1985 nonreturning students by educational goal and full-time/part-time status in order to provide more meaningful data for both internal and external evaluation of student retention and outcomes. Study findings included the following: (1) the comparison of nonreturn rates for goal/status subsets indicated that goals and status each had substantial separate influences on nonreturn rates; (2) within each goal category, nonreturn rates for part-time students were approximately twice as large as those for full-time students; (3) associate in applied science and associate in arts degrees and general transfer were the goals of 82% of the district's full-time enrollment; (4) 18% of the full-time students and 34% of the part-time students with degree goals were nonreturners; and (5) findings for individual campuses differed somewhat from those for the district as a whole. The study report includes a discussion of the implications of the research and the importance of disaggregating return rates for students with different educational goals in accurately representing student outcomes. Numerous graphs and tables supplement the text. (LAL)

ED 274 406 JC 860 539

Hollins, Carol S., Comp.
Know the Facts. Volume I, Issues 83-1 thru 83-13.
John Tyler Community Coll., Chester, VA. Office of Institutional Research.

PUB DATE- 83
NOTE- 46p.; Tables on pages 24-26 and 28 contain small print. For related documents, see JC 860 539 and JC 860 545.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *College Graduates; College Programs; Community Colleges; *Educational Trends; *Enrollment Trends; Followup Studies; Grades (Scholastic); Institutional Research; Research Utilization; Space Utilization; Summer Programs; Trend Analysis; Two Year Colleges; *Two Year College Students

Designed to assist personnel at John Tyler Community College (JTCC) in their decision-making processes, this report provides a compilation of research briefs on current and former students, faculty, and programs of study. The following research summaries are presented: (1) 1982 Graduate Follow-Up Study; (2) A Few Things You Should Know about JTCC; (3) A Comparison of JTCC's Curriculum Headcount Enrollment; (4) Cost per Student Credit Hour of Instruction; (5) Our Students: From Whence They Came; (6) An Analysis of Fall Grade Distributions over a 5-Year Period, 1978-82; (7) Composition of JTCC's Student Enrollment by Quarter: 1981-82 and 1982-83; (8) Comparison of Headcount and Full-Time Equivalent Student Enrollment: JTCC and Other Virginia Community College System Institutions, Fall Quarter 1982; (9) A Description of JTCC's Full-Time Faculty by Average Salary, Rank, Sex, and Years of Service, 1982-83; (10) JTCC's Full-Time Faculty by Degree, Age, Race, and Sex; (11) JTCC Graduates by Degree and Program: A Five-Year Trend; (12) A Comparison of Facts about Summer Quarter Enrollments, 1982 and 1983; and (13) Some Important Facts about Space Utilization at JTCC, Fall 1982. (LAL)

ED 274 466 PS 016 092

Schrader, Carol Taylor

Written Language Use within the Context of Young Children's Symbolic Play.

PUB DATE- 85
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Play; *Preschool Children; Preschool Education; Videotape Recordings; *Writing (Composition)
IDENTIFIERS- Coding; *Early Writing; Halliday (M A K); *Symbolic Play

The primary aim of this study was to describe prekindergarten children's uses of written language while they were involved in symbolic play. Data were primarily collected by making videotapes of children's spontaneous symbolic play. Videotapes were supplemented by fieldnotes made by the children's teacher. Additionally, children's written language productions were collected, and teacher's discussions with children further verified the meaning of each child's writings. Analyses of the data were based on Halliday's functional view of language in use. Children's written language productions were classified according to Halliday's typology of seven functions served by language. The children wrote prolifically for instrumental, regulatory, interactional, personal, and informational purposes. They were not observed using the heuristic or imaginative functions of writing. Implications of the findings for teachers and teacher educators are particularized in a set of recommendations. A five-page list of references concludes the document. (Author/RH)

ED 274 494 RC 015 941

Albrecht, Don E.; And Others
Farm Financial Stress and Level of Off-Farm Employment.
PUB DATE- Aug 86
NOTE- 21p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Salt Lake City, UT, August 26-30, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Economic Change; Employment Level; *Employment Patterns; *Farmers; *Financial Problems; Participant Characteristics; *Part Time Employment; Rural Economics; Rural Farm Residents
IDENTIFIERS- Farm Women; North Dakota; *Ranching; Rural Sociology; Texas

Farm and ranch operators in North Dakota (n=933) and Texas (n=1,020) were randomly surveyed in 1985 to determine the relationship of financial conditions to levels of off-farm employment by farm operators and spouses. The overall response rate was 75%. Off-farm employment was measured by number of days the farmer or spouse was employed off of the farm for 4 or more hours and by intention to obtain off-farm employment during the coming year. Debt-to-asset ratio and 1984 net cash farm income were used to measure amount of financial stress. Farm financial condition was not found to be significantly related to amount of off-farm employment. However, farmers and spouses with the highest debt-to-asset ratio who had started farming recently, had highest educational attainment, and who were most pessimistic about chances of continuing farming were most likely to state intentions to seek off-farm employment during the coming year. Off-farm employment was most prevalent among farm families with lowest farm incomes who farmed rented land, had started farming recently, had higher levels of education, and had fewer persons in the household. Tables provide correlation matrix of survey variables and regression coefficients and logistic regression showing effects of independent variables on off-farm employment. (LFL)

ED 274 508 RC 015 964

Barker, Bruce O.; Stephens, E. Robert
National Rural Education Research Agenda.
PUB DATE- 28 May 85
NOTE- 10p.; This report was submitted to the Interagency Committee on Rural Education and the U.S. Department of Education.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Policy; *Educational Research; Elementary Secondary Education; *Needs Assessment; Policy Formation; *Research Needs; Research Utilization; *Rural Education; Rural Schools; School Effectiveness; *Theory Practice Relationship
IDENTIFIERS- Rural Education Association

To develop a list of research priorities for rural education, members of the Rural Education Association's (REA) Research Committee and Executive Board were asked to rank order nine thematic research categories. The ranking process resulted in the following list (starting with the highest priority): (1) rural school effectiveness; (2) staff development and professional support; (3) curriculum and instruction; (4) taxonomy of rural education; (5) federal, state, and local policies impacting rural schools and communities; (6) rural school finance; (7) school district governance and organization; (8) assessment of rural school assumptions; and (9) role of the school in rural development. Comprehensive data is lacking in virtually all these areas, suggesting the need for a balance in research across the entire agenda. The dearth of empirical studies on rural education is so broad as to beckon inquiry from university-based researchers, government agencies, professional organizations, and educators at the school level. The end result of research should be data and analysis that will help policy makers reach informed decisions about complex issues. Interest in rural education is growing, but it is unlikely to reach its full potential until a comprehensive and inclusive research literature on education in a rural setting is forthcoming. (JHZ)

ED 274 536 SE 047 233

Brodinsky, Ben
Improving Math & Science Education: Problems & Solutions. AASA Critical Issues Report.
American Association of School Administrators, Arlington, Va.
PUB DATE- 85
NOTE- 94p.
AVAILABLE FROM- American Association of School Administrators, 1801 N. Moore St., Arlington, VA 22209 ($13.95; 2-9 copies 10% discount, 10 or more 20% discount. Orders under $20.00 must be prepaid; add $2.50 for postage and handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Science Education; Courseware; Educational Philosophy; *Educational Principles; Elementary School Mathematics; Elementary School Science; Elementary Secondary Education; *Instructional Improvement; *Mathematics Education; Mathematics Skills; School Business Relationship; *Science Education; Science Programs; Scientific Literacy; Secondary School Mathematics; Secondary School Science; Teacher Salaries

This is the 16th volume in the Critical Issues Series produced by the American Association of School Administrators. The document provides an analysis of the status of mathematics and science teaching and offers suggestions for instructional improvement. It reports on successful practices and offers advice from state education personnel, federal offices and representatives, mathematics and science specialists, and others. Concerns are expressed that high test scores in science and mathematics are neither of the first importance nor are they an accurate measure of good instructional programs. It is emphasized that the elementary school should be the first focus of attention in improving science and mathematics. The nine chapters of the document address: (1) the issues; (2) what schools are doing; (3) curriculum change and program development; (4) assessment (two instruments are included); (5) differential pay for science and mathematics teachers; (6) the use of microcomputers; (7) how partnerships/industry can help; (8) how colleges can help; and (9) federal legislation. (TW)

ED 274 144 FL 015 904

Unseth, Pete
Reduplication in Majang.
PUB DATE- 86

NOTE- 19p.; In: Work Papers of the Summer Institute of Linguistics, Volume 30, 1986; see FL 015 901.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *African Languages; Contrastive Linguistics; Descriptive Linguistics; Foreign Countries; *Language Patterns; *Phonology; *Structural Analysis (Linguistics); Uncommonly Taught Languages; *Verbs
IDENTIFIERS- Ethiopia; *Majang; *Reduplication (Phonology)

Based on previous research showing five examples of verb reduplication in Majang, a member of the Nilo-Saharan language family, this paper presents more specific examples of verb reduplication, its different uses, and the phonological rules governing it. Examples of possibly reduplicated forms from other parts of speech are also given, and data suggesting some reduplication in Proto-Surma are presented. A verb prefix that may be confused with reduplication because it covers some of the same semantic range and can appear in phonologically similar forms is described. (Author/MSE)

ED 274 224 FL 016 108

Milk, Robert D.; Mendiola-Burgess, Sandra

Computers in Bilingual Education: New Directions in Bilingual Teacher Training.

PUB DATE- 4 Apr 86
NOTE- 24p.; Paper presented at the Anual Meeting of the National Association for Bilingual Education (15th, Chicago, IL, April 4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bilingual Education; *Computer Literacy; *Computer Uses in Education; Educational Needs; Equal Education; *Federal Programs; Higher Education; *Program Design; Teacher Attitudes; *Teacher Education; Trend Analysis

This paper discusses issues related to the introduction of computer uses for bilingual education into bilingual teacher education programs, including equity with mainstream education programs, the functions for which computers are used in the schools, differential student access to resources in the home, and preservice teacher computer anxiety. A successful Title VII program that developed and incorporated computer applications as a major program component within the bilingual teacher training sequence is described. Evaluation data are discussed in the context of the question of how to provide adequate coverage of the full range of competencies needed by bilingual teachers within the time constraints of conventional teacher education programs. (MSE)

Towards Universalization of Primary Education in Asia and the Pacific: Country Studies--Nepal.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 84
NOTE- 63p.; In: "Towards Universalization of Primary Education in Asia and the Pacific: Country Studies"; see PS 016 069.
AVAILABLE FROM- UNIPUB, 10033/F, Martin Luther King Jr. Highway, Lanham, MD 20706-4391 (Complete volume $52.50 in U.S. funds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Finance; *Educational History; *Educational Improvement; Educational Planning; *Educational Policy; *Elementary Education; Enrollment; *Equal Education; Foreign Countries; Program Descriptions
IDENTIFIERS- *Nepal

The four major chapters of this study describe education in Nepal, analyze the progress of primary education in that country, describe national policy and planning for primary education, and report significant developments and programs. Chapter One concerns the historical background, present structure of education, primary education administration, textbooks and instructional materials, educational media and technology, financing of primary education, school buildings, and community participation in primary education. Chapter Two reports growth in enrollment, distribution of primary education facilities, education in remote areas, institutional development, non-enrollment, retention of students, teaching staff, supervisory staff, curriculum, and primary education for special populations. Chapter Three provides an overview and summary of national policy and discussions of free and compulsory primary education programs of the 1960s, the national education system plan, and other policy strategies for universalization of primary education. Chapter Four describes studies and programs having implications for the universalization of primary education in Nepal. Chapter Five indicates problems still to be addressed by educational planners. Related statistics are appended. (RH)

ED 274 192 FL 016 034

Mason, Victor W.
Item Banks: Benefits, Constraints and Security Systems.
PUB DATE- Apr 86
NOTE- 32p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (Brighton, England, April 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Confidentiality; English (Second Language); *Item Banks; *Language Tests; Listening Skills; Multiple Choice Tests; Reading Skills; Second Language Instruction; Test Construction; *Test Format; *Test Items

Part I discusses the many benefits of having an item bank of four-option multiple-choice questions for test construction in English language instructional programs. The advantages of the item bank include: increased effectiveness, efficiency, and professionalism among teachers and administrators in test development, design, writing, review, and evaluation; greater control and rationale in grouping students according to their proficiency levels; and a more consistent program of high standards in test scoring, grading, and interpretation. Part II addresses the strengths and limitations of the four-option multiple-choice format, and related considerations such as item weighting, the length, difficulty, and timing of parts that affect test administration and item bank development. Part III outlines administrative procedures for use before and after test administration to preserve the security of the item bank. (MSE)

Brumfit, Christopher, Ed.; And Others
Second Language Learning: Research Problems and Perspectives. Papers from a Conference on Second Language Learning (Birmingham, England, February 24-26, 1984).
Centre for Information on Language Teaching and Research, London (England).
PUB DATE- 85
NOTE- 118p.; For individual papers, see FL 016 093-099.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Communicative Competence (Languages); *Instructional Improvement; *Language Research; Language Teachers; *Learning Processes; Public Policy; *Research Needs; *Research Problems; Secondary Education; *Second Language Learning

The principal objectives of this conference were: (1) to become aware of present research relevant to second language learning/teaching; (2) to stress the need for further research; and (3) to establish directions for this further research. Papers include: "Language Needs and Social Policy" (John Trim); "Some Priorities for Research in Second Language Learning" (Paul Meara); "An Outsider's View of Research Needs in Second Language Learning" (Robert Le Page); "Research and the Teacher of Foreign Languages in Secondary Schools" (Brian Page); "Communication Processes: What Do Second Language Learners Need to Be Able to Do?" (David Wilkins); "Language Learning and Acquisition Processes: How Can and Do People Learn?" (Steven McDonough); and "Language Learning in Education: What Research Should Be Done to Help Improve Learning?" (Rosamond Mitchell). A review and summary of the papers, a list of recent and current research in Great Britain, an extensive bibliography, and a participant list are appended. (MSE)

ED 274 239 HE 019 673

Fraudulent Credentials. Joint Hearing before the Subcommittee on Health and Long-Term Care and the Subcommittee on Housing and Consumer Interests of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, First Session.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-99-550
PUB DATE- 11 Dec 85
NOTE- 205p.; For related document, see HE 019 674. Portions of document contain small print. Graphics will not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Advertising; Case Studies; Correspondence Schools; *Credentials; Crime; *Degrees (Academic); Hearings; Higher Education; *Malpractice; Medical Services; Older Adults; *Professional Services; State Licensing Boards; Victims of Crime
IDENTIFIERS- Congress 99th; *Diploma Mills; *Fraud; *Fraudulent Credentials; Postal Service

Hearings on the promotion and purchase of fraudulent credentials are presented, along with the results of an inquiry conducted by a Subcommittee of the Select Committee on Aging of the House of Representatives. Cases of persons who obtained fraudulent credentials and/or illegally practiced a profession are described. Testimony from state licensing boards, national organizations, universities, and federal agencies is included. The subcommittee's inquiry involved: a review of credential fraud case histories, surveying state licensing boards and colleges, information from the U.S. Postal Service, review of publications relating to credentialing abuses since 1980, and responding to ads on obtaining degrees through the mail to determine whether these ads lived up to their promises. Fraudulent promotion and purchase of academic degrees was found to be widespread: about 500,000 Americans have secured, and many are employed on the basis of, credentials they purchased but did not earn. This includes 10,000 doctors, or one in every 50, who practice with falsified or questionable credentials. Older persons, who are frequent users of health care services, are particularly at risk of being treated by falsely certified health care providers. Appendices include the Select Committee on Aging report, "Fraudulent Credentials." A small selection of graphics supplements the text. (SW)

ED 274 280 HE 019 720

The Report of the Council of Twenty-One. Challenge, Obligation, Opportunity: The Imperative for Excellence in Higher Education.
Alabama State Commission on Higher Education, Montgomery.
PUB DATE- Jul 83
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); Admission Criteria; Blue Ribbon Commissions; Change Strategies; College Administration; College Planning; College Role; *Educational Finance; *Educational Quality; Financial Support; *Governance; *Higher Education; Institutional Mission; Instructional Improvement; Long Range Planning; Research; *Statewide Planning; Teacher Salaries; Tuition
IDENTIFIERS- *Alabama; *Excellence in Education

Goals for Alabama public higher education for the next 10 years are recommended by the Council of Twenty-One. The achievement of excellence is the central developmental goal recommended to the Alabama Commission on Higher Education, the governor and legislature, the boards and administrators of colleges and universities, and business, labor, and industry. Specific measures and initiatives that are proposed include: (1) statewide long-range planning leading to a system of higher education institutions that are cost-effective, avoid unnecessary duplication and contribute to the development of the state's economy and its human and natural resources; (2) a strengthened governance structure, one with the capacity to implement plans for a more effective and efficient system of higher education; (3) clearly defined institutional role and scope statements that provide a basis for differentiated missions and appropriate funding distinctions; (4) quality enhancement measures, including improvements in vocational and academic instruction, requirements for program accreditation, revised admissions policies, and support for university research; and (5) a system of higher education financing that recognizes the competitive position of institutions relative to their peers in other states. (SW)

ED 274 308 IR 012 281

Hofstetter, Fred T.
The Tenth Summative Report of the Office of Computer-Based Instruction.
Delaware Univ., Newark. Office of Computer-Based Instruction.
PUB DATE- 1 Jul 85
NOTE- 300p.; For the ninth summative report, see ED 249 865.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Curriculum; *College Instruction; *Computer Assisted Instruction; *Computer Science Education; *Computer Software; Credit Courses; Departments; Educational History; Higher Education; Instructional Development; Noncredit Courses; Program Descriptions; Program Evaluation; Questionnaires; Recordkeeping; Units of Study
IDENTIFIERS- *PLATO; *University of Delaware

The University of Delaware's work with computer-based instruction since 1974 is summarized with attention to the history and development of the Office of Computer-Based Instruction, university applications, outside user applications, and research and evaluation. PLATO was the system that met the university's criteria, which included support for instructional strategies such as gaming, simulation, testing, drill-and-practice, and self-paced programmed instruction; a library of computer-based learning materials; a programming language that was easy to use; a student record-keeping capability to support educational research; computer graphics; and an overall system reliability. Information is provided on credit and noncredit courses using computer-based instruction during 1984-85. Activities of the 38 departments and projects using PLATO are summarized, and sample lessons are provided. Outside user applications are also described, including pre-college demonstrations, programming courses, and courseware development. Materials include a model for project evaluation, a student evaluation form for PLATO, abstracts of computer-based education developments, and a catalog of PLATO and microcomputer programs under development. (DJR)

ED 274 321 IR 012 301

Roblyer, M. D., Ed.
A Model for Assessing and Meeting Needs in Instructional Computing: Procedures and Results of a Multi-State Needs Assessment.
Florida Association of Educational Data Systems, Tallahassee.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 86
NOTE- 83p.; Appendix B may not reproduce well due to small, light type.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; *Curriculum Development; Elementary Secondary Education; Financial Support; Information Needs; Inservice Teacher Education; *Mathematics Instruction; *Microcomputers; Models; *Needs Assessment; Research Methodology; Tables (Data); Teaching Methods
IDENTIFIERS- Appalachia Educational Laboratory WV

The Appalachia Educational Laboratory (AEL) conducted an assessment of microcomputer-related needs for basic mathematics in the four-state areas of Kentucky, Tennessee, Virginia, and West Virginia in 1984-85. The primary input came from teachers from each of the states who participated in a needs conference in their home state. When each of the 344 needs statements generated during the conferences was rated on a scale of 0 (low) to 5 (high) by all of the conference participants, it was found that many top-rated concerns were common for the entire region: access to hardware for teachers and students; information about software sources and reviews of software; high quality software; software that addresses topics of concern to teachers; methods of integrating computers into classroom activities; and training in computer operations and instructional uses. In addition to a description of the DAP Process of needs assessment, which was used to conduct the study, and a report of the results, this document contains four papers suggesting strategies for addressing identified needs: "Software Issues and Answers for the '80's" (M. D. Roblyer); "Hardware Issues in Using Microcomputers in Education" (Charles R. Sanders); "Computer Training for Teachers" (John Cook); and "Computer Planning and Integration Issues" (Jose Mestre). Three appendices contain a manual for the needs assessment process; lists of need statements from the state conferences; and descriptions of 10 brochures addressing priority needs of classroom teachers. (CJR)

ED 274 379 IR 051 700

Belz, James; And Others
Reference Manual. The University of Wisconsin-Milwaukee, The Golda Meir Library.
Wisconsin Univ., Milwaukee. Golda Meir Library.
PUB DATE- Nov 84
NOTE- 38p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Academic Libraries; Higher Education; *Library Administration; *Library Collection Development; Library Instruction; *Library Personnel; *Library Standards; Library Technical Processes; *Policy; *Reference Services; Referral
IDENTIFIERS- University of Wisconsin Milwaukee

Designed for the reference staff at the Golda Meir Library, University of Wisconsin-Milwaukee, this manual functions as a guide to insure a uniform standard of service, to explain the duties and responsibilities of the reference staff, and to provide step-by-step explanations of how a variety of procedures are performed. The purpose of the reference room is explained, the goals and ethics of the reference service are set forth, and the referrals policy is discussed. Detailed policies and procedures are presented for three areas: (1) Reference Department Staffing--librarians, library interns, information/microform student employees, other student employees, and civil service employees; (2) Reference Services--information desk, reference desk, mail requests, telephone service, interlibrary loan, database services, microforms area, bibliographic instruction, special services, and services not provided; and (3) Reference Collection--general collection policy, specific collection policies, location policies, and handling procedures. (KM)

JC

ED 274 421 PS 016 025

Wiersma, William
Individually Guided Education: An Alternative Form of Schooling.
PUB DATE- Apr 86
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Behaviorism; Differentiated Staffs; *Educational Change; Educational Cooperation; *Educational Innovation; Educational Philosophy; *Educational Psychology; Elementary Education; Individual Development; *Individualized Instruction; Nongraded Instructional Grouping; *Nontraditional Education; Principals; Program Evaluation; Program Implementation
IDENTIFIERS- *Individually Guided Education

Individually Guided Education (IGE) is an educational innovation, developed during the late 1960s and early 1970s, that originated at the Wisconsin Research and Development Center for Cognitive Learning. It is one of the few innovations that was scheduled for national implementation. The conceptual origins of IGE have their roots in educational psychology with a behavioristic approach to learning. As an alternative approach to schooling, IGE involves differentiated staffing, multiaged grouping of children, and the direct involvement of the principal in the planning, implementation, and evaluation of the instructional activities of the school. The seven major components of the program include (1) multiunit school organization, (2) instructional programing for the individual student, (3) evaluation for educational decision making, (4) curriculum materials compatible with instruction and evaluation, (5) home-school-community relations, (6) facilitative environment, and (7) continuing research and development. During the late 1970s a study of the programs found that the three strongest surviving characteristics of the approach were teaming for instruction, shared decision-making, and programing instruction to meet the needs of the individual students. It was determined that the early success of the approach can be attributed to its sound conceptual base, the comprehensiveness and definition of its components, and the fact that it is not an add-on innovation, but an alternative to traditional schooling. (HOD)

ED 274 436 PS 016 048

Abrahamsson, Ulla B.
People and Society in Television Fiction for Children and Young Adults. Excerpts from "The TV-World" and Reality: Part 1.
Swedish Broadcasting Corp., Stockholm.
PUB DATE- 84
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Childrens Television; *Fiction; Foreign Countries; *Ideology; *Programing (Broadcast); *Television; Television Research; Values
IDENTIFIERS- Critical Analysis; Media Characteristics; Media Experience; Sweden; Verstehen

To inform Swedish program policy discussions, this study traced patterns in fictional television programing for children and young adults in Sweden. Three sets of questions were central to the inquiry. First, what does "the TV world" look like? Who lives there? Who are the dominant figures? What settings are depicted? How are socially relevant issues treated? How are problems solved? Second, is the TV world homogeneous? Do Swedish programs differ appreciably from imported ones? Do programs for adult audiences differ from those intended for juvenile audiences? Third, in what respects does the TV world differ from reality? What is emphasized, and what suppressed? What values and cultural patterns are thereby transmitted? Materials analyzed were total samples of the fictional programs offered 5 selected weeks at roughly 2-month intervals during 1980 and 1981. The sample was constructed so as to be representative of 1 year of Swedish television programing. Of the 60 narratives in the sample, 34 were of Swedish origin and 26 were imported. Materials were examined from two perspectives: that of "understanding," or Verstehen, and critical analysis. In addition to providing answers to many of the questions above, findings indicated the existence of certain fragments of an ideology

involving individualism, liberty, confidence, respect, and traditional sex-role patterns. Also, several inadvertent messages were revealed. (RH)

ED 274 480 RC 015 913

Price, Michael
How Many Kentuckians: Population Forecasts, 1980-2020. The 1986 Edition.
Louisville Univ., Ky. Urban Studies Center.
PUB DATE- 86
NOTE- 155p.
AVAILABLE FROM- Urban Studies Center, Attn: Publications, University of Louisville, Louisville, KY 40292 ($10.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Age Groups; Birth Rate; Cohort Analysis; Community Change; *Demography; *Futures (of Society); *Industrialization; Manufacturing Industry; Migration; Population Growth; Population Trends; *Rural Areas; *Rural Development; Sex; Trend Analysis
IDENTIFIERS- Counties; *Kentucky; *Population Projections

A Kentucky population projection presents 1980 census counts and projections for 1985, 1990, 1995, 2000, 2010, and 2020 for the state, its 15 area development districts, and its 120 counties. Populations are broken down by gender and 5-year age groups through 85 years and over, with age summaries for 0-18 years, 19-64 years, and 65 years and over. A cohort-component model is used to project household population and group quarters population aged 65 years and over in each county; group quarters population aged under 65 years is held constant from the base year and added to the population projected by the model to obtain total projected population. Forecasts take into account the demographic impacts expected to result from a Toyota Corporation automobile manufacturing plant under construction in a low-growth rural area. Assumptions from which the impacts of plant construction were devised are described in the methodology section of the report. Projected survival rates, total and age-specific fertility rates, and net migration rates are provided in the methodology section. (LFL)

Agee, Daniel; Marlett, Stephen
Indirect Objects and Incorporation in Mazatec.
PUB DATE- 86
NOTE- 19p.; In: Work Papers of the Summer Institute of Linguistics, Volume 30, 1986; see FL 015 901.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Languages; Foreign Countries; Form Classes (Languages); *Grammar; Language Research; Linguistic Theory; *Sentence Structure; *Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- *Indirect Objects; *Mazatec; Mexico; Relational Grammar

An analysis of indirect objects in San Jeronimo Mazatec describes the superficial characteristics of indirect objects and the constructions in which indirect objects occur. It is argued that they occur as prepositional phrases that are obligatorily incorporated into the verb in a specific way. The constructions containing indirect objects are examined in the framework of relational grammar, with the claim that they occur in simple clauses and in clauses with Benefactive-3 Advancement, 2-3 Retreat (personal and impersonal), and (impersonal) Inversion. It is noted that 3-chomeurs, which sometimes occur, are markedly different from final indirect objects. It is also concluded that all of these claims are novel for Mazatec, and that such constructions have never before been posited for any Otomanguean language. (Author/MSE)

ED 274 162 FL 016 000

Bennett, Ruth
Sentence Building with a Macintosh Microcomputer.
PUB DATE- 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *American Indian Education; Bilingual Education Programs; *Computer Assisted Instruction; Cultural Context; Educational Attitudes; Elementary Secondary Education; English (Second Language); Group Activities; Language Attitudes; *Microcomputers; Peer Relationship; *Sentence Structure; *Student Motivation
IDENTIFIERS- Apple Macintosh; Hoopa (Tribe); Hupa; Yurok

A study using microcomputers for instruction in sentence-building skills with two groups of American Indians in bilingual education programs found computer-assisted instruction to be effective in developing differential skills in the different age groups. The method used small group activity at the computer, emphasizing the cooperative learning environment preferred by Native American students, and encouraged the students to create their own fonts on the computer as a means of focusing attention on the task. Same-age and older-younger peer interaction was observed and recorded. It was found that the students were willing to spend the necessary time on the task, and communicated with the instructor and with peers about it. Older students were found to show more learning initiative than younger students. It is concluded that the use of computers for developing and holding interest in language skill learning holds potential for a group culturally predisposed to negative attitudes about language learning and lack of language proficiency. (MSE)

ED 274 349 IR 051 639

Griffin, Mary Ann
Managing Values in an Academic Library.
PUB DATE- Apr 86
NOTE- 11p.; Paper presented at the National Conference of the Association of College and Research Libraries (4th, Baltimore, MD, April 9-12, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Libraries; Higher Education; *Library Administration; Organizational Climate; Organizational Development; *Organizational Objectives; *Values
IDENTIFIERS- *Values Management

Developments in technology, in organizational structure, and in higher education are placing increasing demands on library managers. The library director, once primarily concerned with finances, and the management of collection, staff, and facilities, must increasingly be concerned with the articulation of values. The formulation and promulgation of a value system is essential to organizational success. (Author)

ED 274 364 IR 051 655

Werrell, Emily; Sullivan, Laura

Faculty Status for Academic Librarians: An Annotated Bibliography.

PUB DATE- 85
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Academic Libraries; *Academic Rank (Professional); Annotated Bibliographies; Collective Bargaining; Compensation (Remuneration); *Employment Practices; Fringe Benefits; Higher Education; *Librarians; Professional Development; Professional Recognition; Publish or Perish Issue; Salaries; Tenure
IDENTIFIERS- *Faculty Status

This annotated listing of 121 items covering the period from 1974 through 1985 was compiled from a literature search of LISA, ERIC, and "Library Literature." Sources listed are those U.S. and Canadian monographs, articles, and ERIC documents that are directly pertinent to the topic of faculty status and its related subtopics. Primary emphasis is on the United States, but relevant articles on Canadian academic status are included. Coverage is selective rather than comprehensive; sources comprise general or viewpoint pieces on faculty status or an aspect of faculty status, surveys, and case studies. Articles treating the topic peripherally are excluded. Sources are grouped chronologically by year beginning with 1974 and alphabetically within each 1-year section. (KM)

ED 274 467 PS 016 096

Screening of Public School Children: Program Audit.
New York State Legislative Commission on Expenditure Review, Albany.
PUB DATE- Apr 85
NOTE- 42p.
AVAILABLE FROM- State of New York, Legislative Commission on Expenditure Review, 111 Washington Avenue, Albany, NY 12210-2277 (no price quoted).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Audits (Verification); *Compliance (Legal); *Disabilities; Educational Finance; Educational Legislation; Elementary Education; *Elementary School Students; Gifted; Grade 3; Grade 8; *Identification; Kindergarten; Non English Speaking; Program Administration; School Districts; *Screening Tests; State Programs
IDENTIFIERS- New York; *Screening Programs; State Role

Conducted by New York State's Legislative Commission on Expenditure Review (LCER), this program audit reviews the implementation of the 1980 legislative mandate that all new public school entrants be screened for handicapping conditions or giftedness and that children scoring below specified scores on third and eighth grade statewide standardized tests be screened for handicapping conditions. LCER found that the State Education Department (SED) had conducted no systematic evaluation of district compliance. Following initial interviews, a cross section of 20 school districts, including six in New York City, was selected for field visits. Findings indicated widespread compliance with the mandate in the 20 school districts. Chapter I of this report provides background information about the screening program and describes the intent of Chapter 53 of the Laws of 1980, Section 3208(6) of the Education Law. Chapter II reviews the programatic implementation of screening by districts, including the selection of instruments, screening administration with particular attention to screening for non-English speaking students, referral procedures, and the use of screening results for subsequent program provision. The mandate's impact on districts' policies also is analyzed. Chapter III analyzes the sample districts' expenditures for screening for school year 1983-84. SED's monitoring of the screening program and expenditures also is described and assessed. Related materials are appended. (RH)

ED 274 178 FL 016 017

Field, Mary Lee

A Psycholinguistic Model of the Chinese ESL Reader.

PUB DATE- Mar 84
NOTE- 13p.; In: On TESOL '84. A Brave New World for TESOL. Selected Papers from the Annual Convention of the Teachers of English to Speakers of Other Languages (18th, Houston, Texas, March 6-11, 1984); see FL 016 005.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Context; *Cultural Differences; *English (Second Language); Foreign Countries; Literature Appreciation; Reading Instruction; *Reading Processes; *Reading Strategies; Second Language Instruction; *Sociocultural Patterns
IDENTIFIERS- *China

Chinese students' reading strategies are shaped by their cultural assumptions and by the background information, or lack of it, that they bring to the material. Most important, their reading strategies are influenced by (1) traditional methods of reading that have led to investigating each word without always understanding the general concepts of the work, and (2) an attitude toward literature that assumes a philosophical meaning of depth and significance, slowing the reading process and possibly causing the student to use concrete strategies when they are not needed. Once these issues are consciously manipulated by Chinese students, they will learn to develop reading strategies that are appropriate for the reading task at hand. (MSE)

ED 274 225 FL 016 110

Lynch, Tony
Modifications to Foreign Listeners: The Stories Teachers Tell.
PUB DATE- Apr 86
NOTE- 18p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (20th, Brighton, England, April 1-4, 1986).
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Strategies; *Classroom Communication; Discourse Analysis; English (Second Language); Grammar; *Intercultural Communication; *Limited English Speaking; Listening Comprehension; Mutual Intelligibility; Oral Interpretation; *Story Telling; *Teacher Student Relationship
IDENTIFIERS- *Simplification (Language)

Preliminary results of a comparison of the language modifications made by teachers when telling stories to native English speakers and non-native speakers of English at various proficiency levels suggest that teachers need to do more than make the routine modifications in linguistic input to lower-level learners. Teachers need to: (1) act on the feedback offered by the learners concerning how much of what they are being told is comprehensible, and (2) use caution in making assumptions about the learners' knowledge of the world, not taking for granted that non-native speakers are less knowledgeable than native speakers but first finding out how much they do know. (MSE)

HE

Chaffee, Ellen Earle; de Alba, Renee
Strategic Management: A Comprehensive Bibliography.
National Center for Higher Education Management Systems, Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

PUB DATE- May 83
NOTE- 37p.
CONTRACT- 400-80-0109
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Administrator Responsibility; *Business Administration; *College Administration; College Environment; *College Planning; Decision Making; Higher Education; Organizational Change; Organizational Effectiveness; Policy Formation; *Retrenchment; Technological Advancement
IDENTIFIERS- *Strategic Management; *Strategic Planning

A bibliography on strategic management is presented to assist both practitioners and researchers. Criteria for inclusion were as follows: (1) general in scope, providing introductory information on a variety of subtopics within strategic management; (2) indications that the work is becoming a classic (i.e., frequent citations by other authors); (3) dealing specifically with the adaptation of an organization to changes in its external environment, or (4) relating strategic management concepts to higher education organizations. In addition, effort was made to include related works dealing with strategy as it relates to decline and recovery from decline. Each of the approximately 310 publications are identified by author, title, publisher, date, and issue numbers, when applicable. (SW)

ED 274 295 HE 019 774

Breslin, Janice
Trends in Funding Higher Education in Maryland, FY 1976-FY 1985. Postsecondary Education Research Reports.
Maryland State Board for Higher Education, Annapolis.
PUB DATE- Oct 86
NOTE- 58p.
AVAILABLE FROM- Maryland State Board for Higher Education, Annapolis, MD 21401.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Capital Outlay (for Fixed Assets); Comparative Analysis; *Educational Finance; Expenditure per Student; *Expenditures; Financial Policy; *Fiscal Capacity; *Higher Education; *Resource Allocation; School Taxes; *State Aid; State Colleges; Teacher Salaries; Trend Analysis; Tuition
IDENTIFIERS- *Maryland

Trends in Maryland's support of higher education during fiscal years 1976 to 1985 are reported, along with comparisons to other states. Attention is also directed to shifts in the distribution of state appropriations among the various segments of higher education and key trends in expenditure patterns at the four-year public institutions. It is noted that Maryland's support to higher education is below the national average, even though the state's tax revenues rank above the national average. While tuition and fee rates are higher than rates of similar colleges and universities in other states, there are low levels of state financial aid. Statistical tables include: a comparison of Maryland state and local appropriations to public higher education per student with those of other states; a comparison of Maryland tax capacity and revenue to those of other states, full-time undergraduate tuition and mandatory charges for Maryland residents at Maryland's colleges; state scholarship aid; state appropriations per full-time equivalent student; expenditures by fund source at four-year public institutions; average faculty salaries by rank, expenditures for library books and periodicals; and fuel, utility, and nonfuel expenditures in the physical plant program. (SW)

ED 274 336 IR 012 325

Lewis, R.
Spring Seminars Report. Information Technology and Education Programme. Occasional Paper ITE/3/85.
Economic and Social Research Council, Lancaster (England).; Lancaster Univ. (England). Dept. of Psychology.

PUB DATE- May 85
NOTE- 19p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Artificial Intelligence; Authoring Aids (Programing); *Computer Assisted Instruction; *Computer Literacy; Educational Technology; Evaluation Methods; Foreign Countries; *Information Technology; Seminars
IDENTIFIERS- United Kingdom

This report contains excerpts from papers and summaries of discussions and program actions carried out during a series of seminars held to establish research priorities under the Information Technology and Education Programme (ITE) in the United Kingdom. The seminar on "Information Technology" (IT) included Kenneth Ruthven's consideration of IT content and methodology; Tony Scott's presentation of the aims, course descriptions, and key features of The London Borough of Croydon's computer studies courses; and John Gardner's presentation on the teacher's role in raising the levels of IT literacy, clarification of the meaning of IT literacy, and the need for evaluation of IT techniques in education. The seminar on "Implanting Innovation and Teacher Education" included discussions of changes that are needed/anticipated in education as a result of the availability and adoption of IT, the barriers to change, IT based materials, and the teacher's relationship with class members. The last seminar, on "Artificial Intelligence and CAL Development," commenced with a consideration of a range of issues prepared by Bob Hart, which included the meaning of computer assisted learning (CAL); using the computer to help the child transcend physical and computational limits; the development of applications that transcend the traditional curriculum barriers; creative media; support for the teacher; program designs that allow children to break out of strait jackets of arbitrary structures; and the role of research. Other points discussed were reflected in a summary paper by Tony Scott from which several excerpts are given in this report. Appendices include a list of attendees and a discussion of ways in which ITE plans to promote applications of artificial intelligence in education. (DJR)

ED 274 393 JC 860 515

Baker, Ronald E.; Ostertag, Bruce A.
The Developmentally Disabled Student in the California Community College System.

California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Oct 86
NOTE- 88p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Developmental Disabilities; *Diagnostic Tests; Educational Diagnosis; *Handicap Identification; Individualized Education Programs; *Learning Disabilities; Program Design; Program Improvement; *Special Programs; State Surveys; Two Year Colleges; *Two Year College Students
IDENTIFIERS- *California

In winter 1985, a survey of all California community colleges was conducted to identify and describe the types of programs and services provided by the colleges to students with developmental disabilities (DD). Questionnaires mailed to all 106 community colleges yielded a 100% response rate. Study findings included the following: (1) 44% of the colleges operated formal programs for the developmentally disabled, and 31% provided informal services for the DD students; (2) the total DD student population exceeded 7000 students, with 92% enrolled in formal programs and receiving full services; (3) DD students were enrolled in off-campus programs rather than on-campus programs at a rate of 4:1, and enrolled in non-credit programs rather than credit programs at a rate of 5:1; (4) 50% or more of the student referrals for a DD program came from parents/relatives, public schools and California's Regional Centers; and (5) 63% of the colleges administered normed, commercially available tests to program applicants. The study report concludes with six recommendations for improving DD services. Twenty-two tables supplement the text and appendices include additional tables and the survey instrument. (LAL)

ED 274 407 JC 860 540

Hollins, Carol S., Comp.
Know the Facts. Volume III, Issues 84-9 thru 85-8.
John Tyler Community Coll., Chester, VA. Office of Institutional Research.

PUB DATE- 85
NOTE- 49p.; For related documents, see JC 860 539 and JC 860 545.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *College Faculty; *College Graduates; College Programs; Community Colleges; *Educational Trends; Enrollment Rate; *Enrollment Trends; Followup Studies; Grades (Scholastic); Institutional Research; Outreach Programs; Research Utilization; Trend Analysis; Two Year Colleges; *Two Year College Students

Designed for distribution to administrators, faculty, and staff at John Tyler Community College (JTCC), this report provides a compilation of research briefs on current and former students, faculty, and staff. The following research summaries are presented: (1) 1983-84 Facts and Figures, which includes statistics on student characteristics and college programs; (2) A Preliminary Analysis of Curriculum Headcount, Fall 1983 and Fall 1984; (3) Watkins Annex: An Analysis of 1984 Fall Quarter Enrollment; (4) A Comparison of Fall Headcount Enrollment for the Virginia Community Colleges (VCC), 1983 and 1984; (5) A Comparison of Summer, Fall, and Winter Quarter Enrollments, 1983 and 1984; (6) First-Time Student Applications, Acceptances, and Actual Enrollment, Fall 1984; (7) 1984 Graduate Follow-Up Study; (8) Full-Time Equivalent Students at JTCC and in the VCC's, 1984-85; (9) A Comparison between Fall Enrollment at JTCC and in the VCCs, 1977 and 1984; (10) JTCC's Counseling Center; (11) Why They Don't Come Back: A Study of Non-Returning Students, Winter 1985-Spring 1985; and (12) A Comparison of Student Enrollment (Unduplicated Headcount and Full-Time Equivalent Students), 1983-84 and 1984-85. (LAL)

ED 274 495 RC 015 942

Nielsen, Duane M.
Rural Education: Past and Future.

PUB DATE- 9 Oct 86
NOTE- 33p.; Paper presented at the Annual Conference of the Rural and Small Schools Consortium (Bellingham, WA, October 9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Community Support; Cooperation; *Delivery Systems; Educational History; *Educational Objectives; Educational Planning; *Educational Strategies; Educational Trends; Elementary Secondary Education; Futures (of Society); Government Role; Government School Relationship; Lifelong Learning; *Rural Education; *Socioeconomic Influences

Though current agricultural economic and social conditions are impacting on the scale of educational delivery systems, the way education is financed in rural areas, the range of educational services available, and the willingness and ability of local districts to provide levels of educational services justified by overall societal benefit and cost, rural education in America is entering an era of opportunity in terms of meeting the educational needs of children and adults. General Education Diplomas and Adult Basic Education programs, vocational/occupational training, counseling and information programs, economic development programs, adult education programs, programs for special rural populations, campus-based programs focusing on rural needs, industry-based training, telephone/television/satellite instruction, radio and newspaper instruction, independent and individualized study, and integrated systems approaches may be means for making lifelong learning a reality for rural people. Strategies for rural program development must gain access to people in their communities; develop local involvement; determine needs and relate them to program/institutional mission; foster interinstitutional/organizational collaboration; facilitate communication among learners, staff, and institutions; and use creative planning and strategies. Local rural education units, states, and the federal government all have a role to play in supporting the improvement of rural education. (NEC)

ED 274 509 RC 015 965

Carlson, Robert V.
A Case Study of the Implementation Process or How a Rural Elementary School Makes a Difference.
Vermont Univ., Burlington. Center for Evaluation and Policy Research.

PUB DATE- May 85
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adoption (Ideas); Attitude Change; Case Studies; *Change Agents; *Change Strategies; *Educational Change; *Educational Improvement; Educational Strategies; Elementary Education; *Elementary Schools; Followup Studies; Needs Assessment; Organizational Change; Program Implementation; Rural Education; Rural Schools; *Teacher Participation
IDENTIFIERS- *Orleans Southwest School District VT; Vermont

A rural Vermont school district instituted needed and desired changes during a 3-year improvement effort. A 1982 needs assessment evaluated school performance in seven areas found to exist in effective schools. Change efforts followed three principles: all curriculum and policy changes were done on a district-wide and K-12 basis, teachers were not forced to participate but volunteered or "bought in" to the changes as they unfolded, and deadlines for achieving changes were established developmentally. Impacts of the needs assessment and subsequent changes occurred in curriculum content and emphasis, teaching methods and activities, organizational structure, instructional materials, educational goals, school policies and space allocation. Factors playing a major role in implementing changes were needed, clarity of proposed change action, level of complexity, quality and practicality of the program, school district history of innovative attempts, process of adopting changes, district administrative support, staff development and participation, time line, evaluation systems, board and community characteristics, role of principal, staff relationships, teacher characteristics, and external assistance. The followup study documents specific improvement activities, their impact on instruction, curriculum, and policy, and factors which influenced the change process. An implementation questionnaire and protocols for site visits and structured interviews are appended. (LFL)

SE

ED 274 523 SE 047 217

Frost, Marcia
The Columbia River: Its Future and You. Teacher's Manual for Grades 5-8.
Oregon State Univ., Corvallis. Sea Grant College Program.
REPORT NO.- ORESU-E-85-001
PUB DATE- 85
NOTE- 133p.; Drawings may not reproduce well.
AVAILABLE FROM- Oregon State University Extension Sea Grant Program, Hatfield Marine Science Center, Newport, OR 97365 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agriculture; *Conservation (Environment); Elementary Education; *Elementary School Science; Energy Education; *Environmental Education; Fisheries; Interdisciplinary Approach; Intermediate Grades; *Learning Activities; Learning Modules;

*Marine Education; Natural Resources; Navigation; Physical Environment; Recreation; Science Education; Social Studies; *Water Resources
IDENTIFIERS- *Columbia River; Environmental Management

Designed as a part of a multidisciplinary set of curricula and educational materials on the Columbia River, this teacher's guide focuses on the many uses of the river and the conflicts arising from those uses. This unit's major purpose is to help students in grades 5-8 to start thinking about how the resources of the Columbia River should be managed. Each unit addresses a specific subject area and contains a reading and group of activities. The subject areas include: (1) history (highlighting Indian legends); (2) energy (concentrating on hydropower); (3) fisheries (including career options); (4) agriculture (including recipes that use food grown in the Columbia River area); (5) recreation (examining water supply, conditions, and management); and (6) navigation (focusing on river vessels and the shipping trade). Extended activities are also included for the enrichment of interested students. A summary section contains an overview of the unit and review activities. An annotated list of publications and audio-visual materials that relate to the Columbia River is also included. (ML)

ED 274 253 HE 019 693

Oversight Hearing on the Reauthorization of the Higher Education Act of 1965. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session (Gettysburg, Pennsylvania).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 15 Jul 85

NOTE- 99p.; Serial No. 99-65. Portions of document contain small print.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- Access to Education; Credit (Finance); *Eligibility; *Federal Aid; *Federal Legislation; *Financial Aid Applicants; Financial Support; Government School Relationship; Hearings; Higher Education; Income; Loan Repayment; Student Costs; *Student Financial Aid; *Student Loan Programs; Two Year Colleges

IDENTIFIERS- Congress 99th; Guaranteed Student Loan Program; *Higher Education Act 1965; Pell Grant Program; Pennsylvania

Hearings on reauthorization of the Higher Education Act of 1965 that were held in Gettysburg, Pennsylvania, in 1985 are presented. The largest and most important programs contained in the Higher Education Act provide grants, loans, work opportunities, and special services to students with a demonstrated need for federal financial aid. The Act also contains programs to assist college libraries, international education, and cooperative education, as well as the Fund for the Improvement of Postsecondary Education. It is noted that higher education is Pennsylvania's ninth largest employer, a major consumer of goods and services, and a source of research and development. It is suggested that both availability of federal student aid and consistency in eligibility criteria and program components are important for decision-making regarding college attendance. Additional concerns include: the balance between grant and loan programs and impacts on private colleges, the need for additional grants for graduate students, instructional and research equipment needs in higher education, a proposal to eliminate the federal administrative cost allowance payments to guarantee agencies who administer the Guaranteed Student Loan program, and the changing role of Sallie Mae, a profit-making corporation that makes student loans available. (SW)

Bates, A. W.
New Media in Higher Education. Papers on Information Technology No. 241.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- Mar 85
NOTE- 17p.; Paper presented at the Conference on "Strukturveranderungen in den Universitaten durch neue Informations und Kommunikationsmoglichkeiten" (Berlin, West Germany, March 21-22, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audiotape Cassettes; Broadcast Television; Computer Assisted Instruction; Computer Graphics; *Distance Education; *Educational Technology; Higher Education; *Interactive Video; *Microcomputers; Summer Schools; *Teleconferencing; Tutorial Programs; *Videodisks
IDENTIFIERS- *Open University (Great Britain)

The Open University from its inception in 1969 has been a technologically based university. It uses technology to deliver high quality, specially designed teaching materials to large numbers of adult students throughout Britain, and increasingly abroad, who study at home. The Open University's teaching system has remained basically unchanged since 1969; however, practical experience with three more recent technologies (interactive videodiscs, audio-graphic teleconferencing, and computer conferencing) has demonstrated the increased instructional power and the increased flexibility of some of the newer technologies. The instructional power comes from improved feedback and interaction for learners, and the increased flexibility comes from the ability of some of the new technologies to exploit fully the range and power of the teacher at a distance, while providing individually adapted courses for individual learners. However, while such technologies are already available, it is likely to be a number of years before they are used on a large scale in higher education, not so much because of resistance from teachers and students, but because of the inability of large organizations to make the structural changes necessary for the successful implementation of such technologies on a large scale. (DJR)

Kennedy, H. Edward
Information Delivery Options over Three Decades.
PUB DATE- Mar 86
NOTE- 18p.; Miles Conrad Lecture presented at the Annual Conference of the National Federation of Abstracting and Information Services (28th, Philadelphia, PA, March 2-5, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Historical Materials (060) Journal Articles (080) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Bibliographic Utilities; *Electronic Publishing; *Information Dissemination; *Information Needs; Information Sources; Information Storage; Information Systems; *Information Technology; Information Transfer; Information Utilization; Microforms; Online Searching; Online Systems; Online Vendors; Optical Disks; *Technological Advancement
IDENTIFIERS- Floppy Discs; Machine Readable Data; Value Added

The rate of new technology-driven innovations for information delivery has accelerated over the past three decades. New information delivery formats in the 1950s and 1960s included microforms and, in response to demands from librarians, indexing and abstracting services began to make their publications available on this medium. Electronic processing and delivery of machine-readable records became a reality in the late 1960s; magnetic tapes were developed, and online distribution followed. Online usage on a broad scale occurred much more quickly than predicted, first as bibliographic entries, then as abstracts, and finally full-text formats became available online. Recent information delivery mechanisms and issues include floppy discs, downloading, vertical integration, value added, electronic publishing, optical discs, and CD-ROM. These technological applications have had a vast impact not only on the way information is processed and delivered to its point of use, but also on how it is used. During the decade ahead, the need for carefully weighed decisions will be greater than ever. Material pertinent to this topic is listed in an accompanying 34-item bibliography. (Author/KM)

ED 274 380 JC 860 481

Jensen, Barbara J.; And Others

Your Credit Rights: An Instructional Unit on Consumer Credit Protection. Revised.

Federal Reserve Bank of Minneapolis, Minn.

PUB DATE- Jun 86
NOTE- 76p.; For the original instructional unit, see ED 217 912.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Consumer Economics; *Consumer Education; *Consumer Protection; *Credit (Finance); Economics Education; *Federal Legislation; Instructional Materials; Postsecondary Education; Pretests Posttests; Secondary Education
IDENTIFIERS- *Fair Credit Billing Act; *Truth in Lending

This instructional guide adds two new sections to the original guide published in May 1982. The guide was designed to assist educators in teaching the topics of consumer credit and consumer credit protection to secondary and postsecondary students in various economics and business courses, as well as in adult and community education courses. The new sections can be used on their own or in combination with the other four sections comprising the original instructional unit. The first of the two sections focuses on the Truth in Lending Act, addressing the following topics: credit options, the provisions of the law, credit advertising, credit shopping, using open-end credit accounts, and economics of the Truth in Lending Act. The second section deals with the Fair Credit Billing Act, covering the following topics: assessing the correctness of a monthly credit statement, provisions of the law, correcting billing errors, credit card transactions, and special credit card/debit card rules. Each section includes directions for use, an introduction, a list of key concepts and definitions of terms, an answer key, and information sheets which may serve as masters for overhead transparencies or instructional materials for students. Pretests are also included to help instructors assess student knowledge and select appropriate sections and topics. Introductory material pertinent to the entire instructional guide and replacement pages for the first four sections are provided. (EJV)

ED 274 437 PS 016 054

Report of the Tort Policy Working Group on the Causes, Extent and Policy Implications of the Current Crisis in Insurance Availability and Affordability.

Department of Justice, Washington, D.C.

PUB DATE- Feb 86
NOTE- 91p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402-9315 (Stock No. 027-000-01251-5, $3.25).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Costs; *Economic Factors; Etiology; Federal Government; *Government Role; *Insurance; *Laws; *Legal Responsibility; Performance Factors; *Torts

Causes and implications of the crisis in liability insurance availability and affordability are discussed in this report. The working group concluded that tort law is a major issue in the insurance crisis and that the federal government can address that issue. The group also concluded that the federal government can do little to remedy other factors, such as the large underwriting losses recently experienced by the insurance industry. Chapter 1 describes significant problems many municipalities, businesses, and professionals have in obtaining liability insurance. Part A of Chapter 2 reviews the current financial condition of the insurance industry and the economic factors leading to that condition. Part B of Chapter 2 reviews the impact of tort law on the insurance availability/affordability crisis. Chapter 3 summarizes responses to the crisis from the insurance industry, its customers, and state regulators. The conclusions of the working group are presented in Chapter 4, along with eight recommendations for tort law reform. Chapter 5 details the undesirable and ineffective consequences of a federal insurance or indemnification program. Concluding remarks list five recommendations for federal action. (RH)

ED 274 452 PS 016 076

Towards Universalization of Primary Education in Asia and the Pacific: Country Studies--Pakistan.
United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.
PUB DATE- 84
NOTE- 100p.; In: "Towards Universalization of Primary Education in Asia and the Pacific: Country Studies"; see PS 016 069.
AVAILABLE FROM- UNIPUB, 10033/F, Martin Luther King Jr. Highway, Lanham, MD 20706-4391 (Complete volume $52.50 in U.S. funds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Involvement; *Educational Administration; *Educational History; Educational Improvement; *Educational Policy; *Elementary Education; *Equal Education; Foreign Countries; Program Descriptions; *School Organization; Tables (Data)
IDENTIFIERS- *Pakistan

Pakistan's effort to achieve universal primary education is described in this study. Chapter One briefly traces economic and social developments, the growth of knowledge, and considers educational priorities. Chapter Two offers an historical perspective, focusing on the re-orientation of the schools after independence, the first national plan, the National Commission, new educational policy, national education policy, the current 5-year plan, the legal basis of universalization of education, and the Primary Education Project. Chapter Three discusses aspects of organization, such as structure, non-formal education, administration, curriculum, examinations, instructional models, community support, student population projections, existing enrollment ratios, non-enrollments, teacher intake capacity, and desired changes in the educational system. Chapter Four provides statistical tables concerning the estimated population in the primary level age-group, trends in primary education, geographical distribution of primary education facilities, primary enrollment ratios, curriculum in the primary schools, and the number of primary schools and teachers. Chapter Five describes the system of supervision in terms of the existing pattern and proposed measures. Chapter Six briefly discusses community involvement in education. Chapter Seven deals with national policy and proposals having to do with the approach to educational provision, a research and experimental project, the physical infrastructure, proposed measures, the innovative Center School and primary education project, and projects concerning the teaching of reading. Chapter Eight describes new programs. (RH)

ED 274 481 RC 015 915

Pennsylvania Youth in Action: 4-H Community Development. Adult Leader's Guide.

Pennsylvania State Univ., University Park. Dept. of Agricultural and Extension Education.

PUB DATE- 80

NOTE- 29p.; For student workbooks, see RC 015 916-918.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Activity Units; *Community Development; *Community Study; Educational Games; Educational Objectives; Educational Resources; Elementary Secondary Education; Extension Agents; Guidelines; *Leaders Guides; *Resource Materials; Rural Development; Workbooks; Youth Programs

IDENTIFIERS- *4 H Programs; *Pennsylvania

Designed to assist leaders in their roles as catalysts, advisors, and resource persons for the Pennsylvania Youth in Action 4-H Community Development program, the guide provides complementary educational, craft, and recreation suggestions to enhance student workbooks for three community development activity units. The first section focuses on the "Getting To Know Your Community" project for 8- to 11-year-olds, summarizing the purposes of the eight units and outlining procedures for get acquainted activities, community walking tours, scavenger and treasure hunts, recycling drives, children's story hours, and puppet shows. Another section offers ideas for leading the "Opening the Doors of Your Community" project for 12- to 14-year-olds, which examines community agencies providing police, fire, sanitation, utility, communication, health, spiritual, educational, business, and government services. The final section presents supplementary student evaluation materials for the "Your Community, Help Develop It" program for 15- to 17-year-old youth. (NEC)

ED 274 537 SE 047 234

Sherman, Lawrence W.; Thomas, Mary
Cooperative versus Individualistic Goal Structures in High School Mathematics Achievement.
PUB DATE- 16 Oct 86
NOTE- 6p.; Paper presented at the Midwestern American Educational Research Association Meetings (Chicago, IL, October 1986).
AVAILABLE FROM- Lawrence W. Sherman, Associate Professor, Department of Educational Psychology, Miami University, Oxford, OH 45056.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Research; *Goal Orientation; *Grouping (Instructional Purposes); High Schools; *Mathematics Achievement; *Mathematics Instruction; *Motivation; Percentage; *Secondary School Mathematics
IDENTIFIERS- General Mathematics; *Mathematics Education Research

Two high school general mathematics classrooms were differentially taught a unit on percents, one with a cooperative and the other with an individualistic goal structure. A pre-post-test design with a three-way ANOVA analysis of treatment by time within subjects was used. Neither group was found to be significantly different from the other on the pre-test. Although both groups obtained significant gains on their post-test scores as contrasted with their pre-test scores, the cooperatively goal structured classroom demonstrated significantly higher achievement post-test scores than the individualistic group. The data strongly support theories concerning the effectiveness and motivation associated with inter-group competition of small cooperating groups. (Author)

ED 274 193 FL 016 061

Hoekje, B.; And Others
Using Ethnographic Methods in an ESL Program.
PUB DATE- Mar 86
NOTE- 17p.; Based on a paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (20th, Anaheim, CA, March 3-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; Elementary Education; *English (Second Language); Ethnic Groups; *Ethnography; *Learning Processes; Limited English Speaking; Longitudinal Studies; Program Design; *Research Methodology; Second Language Programs

An ethnographic study of a Philadelphia elementary school program in English as a second language focused on the way children's first and second languages were used in the classroom, and how this use of language was connected to the learning process. It was found that despite teachers' claims of emphasis on communication skills, a number of classes focused primarily on academic and socialization tasks promoting language skills. It was observed that socialization plays an important role in teachers' implicit definitions of communicative competence, and that emphasis on socialization may occur because of lack of shared cultural norms between teacher and students. It was also found that being a successful student is a more complex issue than it appeared initially, even in a well-structured program with supportive administration and a high-quality teaching staff, because children must decipher the teacher's goals in different situations. Finally, the use of ethnographic methods revealed that in order to examine language use in the classroom, much needs to be understood about the use of language in various classroom "events." These events, social, communicative, and academic, are often difficult for the students to distinguish as mutually exclusive. As a result, the student is often confused about the kind of language to use for a particular event, and the meaning of the event in the context of the school and even the community. (MSE/TR)

Trim, John
Language Needs and Social Policy.
PUB DATE- 85
NOTE- 11p.; In: Second Language Learning: Research Problems and Perspectives. Papers from a Conference on Second Language Learning (Birmingham, England, February 24-26); see FL 016 092.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Research; Foreign Countries; *Language Research; *Learning Processes; *Public Policy; *Research Needs; *Second Language Instruction; Second Language Learning
IDENTIFIERS- Great Britain

This paper suggests that research in applied linguistics in Great Britain has recently had little impact on the learning and teaching of foreign languages and that new priorities for relevant research in second language learning and teaching need to be proposed. The objective of the new research would be to ensure that language skills be available to meet the commercial, industrial, diplomatic, and military requirements of the country as well as the social and cultural development of the individuals of that society in the forseeable future. Potential areas of research include the present and anticipated needs of trading partners in those areas, intercultural or interlingual communication, and the contribution of technological developments to language teaching. (MSE)

ED 274 350 IR 051 640

Eichhorn, Sara, Comp.
Microforms Policy and Procedures Manual.
PUB DATE- 86
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Ethics; Guidelines; Higher Education; Librarians; Library Administration; Library Materials; *Library Services; *Library Technicians; *Microforms; *Policy; *Reference Services; User Needs (Information)
IDENTIFIERS- *University of California Irvine

This manual formulates guidelines and serves as a policy document for microforms service at the Microforms Desk of the Government Publications and Microforms Department of the University of California, Irvine. Introductory materials include a description of the nature of the service and statements of its objectives and policies for dealing with various ethical considerations. Policies and procedures are then spelled out for providing desk service and assistance with serials, monographs, and copying. Guidelines are also given for handling general inquiries, equipment failures, statistics, circulation, in-process microforms, and orientation and instruction for users. A subject index is provided. (KM)

ED 274 146 FL 015 906

Nivens, Richard

Grammatical Relations in Eskimo: A Response to Kalamar.

PUB DATE- 86
NOTE- 13p.; In: Work Papers of the Summer Institute of Linguistics, Volume 30, 1986; see FL 015 901.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Eskimo Aleut Languages; *Grammar; Language Research; *Linguistic Theory; *Sentence Structure; *Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- *Relational Grammar

An analysis that seems adequate for simple constructions in a language may prove inadequate when more complex constructions are considered. A previous analysis of antipassive in Eskimo, attempting to refute two basic assumptions of relational grammar, becomes burdensome when its implications for a comprehensive analysis of all clause types are examined. Relational grammar gives a much simpler account of case marking and verb agreement in Eskimo, as illustrated in examples from passive, indirect object advancement, Benefactive-2 Advancement, and Comitative-2 Advancement constructions. Other research provides examples from causative clause union, relative clauses, participial groups, and reflexives. Relational grammar provides not only solid language-internal analysis, it also shows how Eskimo is similar to or different from other languages. (MSE)

ED 274 163 FL 016 001

Siu Kwai-Peng
The Effects of Mode on Syntactic and Rhetorical Complexity for EFL Students at Three Grade Levels.
PUB DATE- Jul 86
NOTE- 218p.; Master's Thesis, Chinese University of Hong Kong.
LANGUAGE- English
EDRS Price - MF01/PC09 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; College Students; Comparative Analysis; *Difficulty Level; Discourse Analysis; *English (Second Language); Foreign Countries; Higher Education; High School Students; Narration; Persuasive Discourse; *Rhetoric; Secondary Education; *Syntax; *Writing Skills
IDENTIFIERS- Hong Kong

This in-depth study explores problem areas of Hong Kong secondary and university students in writing narrative and argumentative compositions on two different themes. Subjects were 40 university English majors, 40 form four and 40 form six secondary students. The research indicates that the students at these grade levels experienced difficulty in handling the argumentative mode at the syntactic and rhetorical levels. The investigation concludes that students of English as a foreign language have not been taught the necessary rhetorical skills to write argumentative compositions and suggests that this useful academic skill be consciously taught in the classroom. A description of the procedures, tasks, and results of the study as well as statistical tables and figures are

included. (TR)

ED 274 179 FL 016 018

Young, Richard; Lee, Sue
EFL Curriculum Innovation and Teachers' Attitudes.
PUB DATE- Mar 84
NOTE- 13p.; In: On TESOL '84. A Brave New World for TESOL. Selected Papers from the Annual Convention of the Teachers of English to Speakers of Other Languages (18th, Houston, Texas, March 6-11, 1984); see FL 016 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Change; *Communicative Competence (Languages); *Cultural Differences; *Curriculum Development; Educational Change; English (Second Language); *Instructional Innovation; Second Language Instruction; *Teacher Attitudes; Teacher Education

This paper attempts to show that an effective and innovative English as a foreign language (EFL) curriculum is contingent upon the behavior and attitudes of the classroom teachers who carry out that curriculum. A greater understanding of these attitudes was sought in studies carried out in Hong Kong. Chinese teachers of EFL participated in a workshop that attempted to retrain teachers' attitudes for the purpose of bringing about a more communicative orientation to the teaching of English. The retraining workshop had teachers interacting face-to-face in small groups, role playing, and participating in persuasion activities. Questionnaire results about the workshop indicated that teacher behavior can be categorized as either transmissive (teacher's role is to evaluate and correct learners on established criteria) or as interpretive (teachers's role is to help learner shape his own knowledge). Further conclusions pointed out that attitudes will not change by implementing teacher training programs. One possible future remedy to strengthen the EFL curriculum would be to devise a program to accommodate the already existing attitudinal norms. (TR)

ED 274 240 HE 019 674

Fraudulent Credentials: Federal Employees. A Report by the Chairman of the Subcommittee on Health and Long-Term Care of the Select Committee on Aging. House of Representatives, Ninety-Ninth Congress, Second Session.

Congress of the U.S., Washington, D.C. House Select Committee on Aging.

REPORT NO.- House-Comm-Pub-99-551

PUB DATE- Apr 86

NOTE- 17p.; For related document, see HE 019 673.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Advertising; Correspondence Schools; *Credentials; Crime; *Degrees (Academic); Federal Government; *Government Employees; Higher Education; *Malpractice; *Medical Services; Older Adults; Professional Services; State Licensing Boards; Victims of Crime

IDENTIFIERS- Congress 99th; *Diploma Mills; Fraud; *Fraudulent Credentials

A House of Representatives report on the practice of a profession with fradulent credentials is presented. Attention is directed to the provision of medical care by unlicensed and unqualified people posing as doctors, fraudulent credentials across a range of occupations, especially those affecting the elderly, and fraudulent credentials held by federal employees. A House subcommittee found that some people holding highly sensitive positions within the federal government may be doing so on the basis of credentials purchased from phony universities. One important finding has been the extent to which older Americans are the target of medical fraud schemes. Most state and federal agencies have relatively lax systems for checking the credentials of graduates of unaccredited medical schools. One method for promoting phony credentials includes "diploma mill" degrees offered without requiring that learning or testing take place. Fraudulent credentials are primarily promoted and purchased through the use of the mail and the telephone. If passed, H.R. 4213 would increase penalties for mail fraud and would provide for criminal and civil forfeitures for such offenses. A list of the names of 70 graduates of a phony university is provided, including the degree received and the date, the method of payment and the amount, and the place of employment and position in the federal government of the phony-degree holders. (SW)

ED 274 281 HE 019 721

Inventory of Academic Programs. Volume One. Public Senior Institutions and Branch Campuses, June 1, 1986. A Planning Document of the Alabama Commission on Higher Education.

Alabama State Commission on Higher Education, Montgomery.

PUB DATE- Aug 86
NOTE- 424p.; For related documents, see HE 019 722-725.
LANGUAGE- English
EDRS Price - MF01/PC17 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accrediting Agencies; Classification; *College Programs; *Credit Courses; *Degrees (Academic); Higher Education; *State Colleges
IDENTIFIERS- *Alabama

An inventory of academic programs offered for credit and leading to an academic award offered by Alabama's public senior institutions and branch campuses as of June 1, 1986, is presented. For each college and program, charts indicate program titles, levels of degrees offered, and accreditation status. Included are summary charts of degrees offered by program, i.e., the number of programs at each institution by level (certificate, associate, bachelors, masters, education specialist, first professional, and doctor's). A list of accrediting organizations as well as abbreviations of degree programs are appended. All programs are classified in accord with the National Center for Education Statistics' "A Classification of Instructional Programs." The following institutions are included: Alabama A&M University, Alabama State University, Athens State College, Auburn University, Auburn University at Montgomery, Jacksonville State University, Livingston University, Troy State University, Troy State University at Montgomery, University of Alabama, University of Alabama at

Birmingham, University of Alabama in Huntsville, University of Montevallo, University of North Alabama, and University of South Alabama. (SW)

ED 274 309 IR 012 283

Klein, Susan S.
Beyond 1984: The Positive and Negative Potential of Computer Supported School Focused Information Systems.
PUB DATE- 18 Apr 86
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Managed Instruction; *Computer Uses in Education; *Educational Planning; *Educational Research; Elementary Secondary Education; Futures (of Society); Individualized Instruction; *Information Systems; *School Administration; School Districts; Technological Advancement

Although educators' use of computers to track student and school information with the attendant positive and negative outcomes is still in an early stage of development, accessible data from such systems could improve the objective rationality of educational and instructional decision-making as long as no one places unwarranted credibility in the information or misinterprets the data. There is some evidence that it is difficult to develop computer information systems to serve a large number of multiple and multi-level purposes because of costs, incompatible equipment, and technical problems, but a system could be used for such things as student diagnosis, program evaluations, and teacher diagnosis and assessment for use in research studies and trend analyses. A system could also change the nature of quantitative program evaluations to systems evaluations and, when combined with automated testing and instructional components, could facilitate the individualization of instruction. However, too much concentration on the quantitative, technical aspects could raise the fear of creating excessive data demands and unused information. As priorities, budgets, and technology change, it becomes difficult to plan and implement these systems, but schools can get from where they are today to where they want to be by building on the experiences of business and other service fields, and by giving attention to top-down and bottom-up considerations. (DJR)

ED 274 422 PS 016 026

Pikcunas, Diane D.
Analysis of Asian-American Early Childhood Practices and Their Implications for Early Childhood Education.
PUB DATE- 86
NOTE- 49p.; Tables contain small type.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Asian Americans; *Child Rearing; Chinese Americans; *Cultural Influences; *Cultural Traits; *Demography; Early Childhood Education; Educational Change; Educational Policy; Educational Practices; Elementary Education; Elementary School Curriculum; Ethnic Groups; Filipino Americans; Hawaiians; Japanese Americans; Korean Americans; Samoan Americans; *Socialization; Vietnamese People
IDENTIFIERS- Japan

A study was made of early childhood practices among Asian populations to meet the information needs of public school in the United States which serve students ethnically Asian. The focus of the report is on the demographic nature of the Asian population, the cultural characteristics of the most frequent subgroups of Asian-Americans, and the impact of cultural characteristics on the childrearing practices of families. The report also provides a review of the literature and research of the past 25 years (1961 - 1986). Groups described include Japanese, Chinese, Filipinos, Indochinese, Koreans, Hawaiians, and Samoans. Appendices provide tables of demographic data, articles of Japanese educational policy, and a curriculum for elementary schools in Japan. (Author/RH)

ED 274 210 FL 016 094

Meara, Paul
Some Priorities for Research in Second Language Learning.
PUB DATE- 85
NOTE- 10p.; In: Second Language Learning: Research Problems and Perspectives. Papers from a Conference on Second Language Learning (Birmingham, England, February 24-26, 1984); see FL 016 092.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Language Research; *Learning Processes; *Research Administration; *Researchers; *Research Needs; Second Language Instruction; *Second Language Learning
IDENTIFIERS- Great Britain

Concerns raised in 1967 about the state of British research on language teaching and learning are still applicable, including a need (Birmingham, England, February 24-26); see FL 016 092. teaching, and to a lesser extent, a lack of published information on the applications of academic psychology to language teaching. Early initiatives in these areas had limited success because they failed to account for structural factors affecting the people available to do research in the field and because recommendations for research were out of touch with the broader research climate. Those mistakes can be avoided in part by (1) involving young researchers and making the field an attractive one to work in, (2) finding ways of involving teachers and other consumers of research in ongoing projects and creating a climate in which consumers can commission specific research studies, and (3) producing a list of basic research tools that need to be developed and persuading funding bodies about the value of developing them. (MSE)

ED 274 226 HE 016 595

CUPA 1982-83 National Faculty Salary Survey by Discipline and Rank in Private Colleges and Universities.

Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.

SPONS. AGENCY- International Business Machines Corp., New York, N.Y.
PUB DATE- May 83
NOTE- 57p.; For state colleges and universities survey, see HE 016 596.
AVAILABLE FROM- College and University Personnel Association, 11 Duport Circle, Suite 120, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports -

Research/Technical (143)
DESCRIPTORS- *Academic Rank (Professional); *College Faculty; Comparative Analysis; *Compensation (Remuneration); Departments; Full Time Faculty; Higher Education; *Intellectual Disciplines; National Surveys; *Private Colleges; School Surveys; *Teacher Salaries
IDENTIFIERS- National Faculty Salary Survey

Salary data for full-time faculty in 61 selected disciplines at 299 private colleges and universities were obtained through the 1982-1983 National Faculty Salary Survey by Discipline and Rank in Private Colleges and Universities. Information was collected on 9- or 10-month academic year salaries for almost 30,000 full-time faculty members employed at private colleges and universities that grant primarily baccalaureate degrees. Definitions of study variables are provided, including average salary, high salary, and low salary, and new assistant professor (i.e., faculty hired for the first time in fall 1982). For each discipline and major field, statistical tables provide salary data for five faculty ranks. Examples of the type of analyses that are possible using the data available are included. A list of the 61 disciplines and major fields is provided, including codes that refer to the National Center for Education Statistics' Classification of Instructional Programs and the Higher Education General Information System Taxonomy. A list of participating institutions is provided. (SW)

ED 274 267 HE 019 707

Bibliography on Decline and Retrenchment.

National Center for Higher Education Management Systems, Boulder, Colo.

PUB DATE- 82
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Administrator Role; Budgets; College Administration; *Declining Enrollment; *Economic Factors; *Financial Problems; *Higher Education; Leadership; Money Management; Organizational Climate; Private Colleges; *Program Termination; Public Colleges; Reduction in Force; *Retrenchment; School Closing

A bibliography on decline and retrenchment in higher education is presented that includes publications from the fields of higher education, the organization sciences, and public administration. The objective is to make available the reference tools that have been useful in conducting the National Center for Higher Education Management Systems' Organizational Studies Program research on decline and retrenchment in higher education. In addition to considering declining enrollments and financial distress in colleges and universities, specific concerns include the situation at public and private colleges, college closings, reduced resources and the academic program, program discontinuance, reduction in force, community college faculty and staff reduction, the administrative component in declining organizations, and state budgeting and retrenchment. Each of the approximately 380 publications are identified by author, title, publisher, date, and issue numbers, when applicable. (SW)

Prather, James E.; Hand, Carol A.
Retention of Non-Traditional Students.
PUB DATE- Oct 86
NOTE- 19p.; Paper presented at the Annual Meeting of the Southern Association for Institutional Research (Pipestem, WV, October 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Persistence; College Transfer Students; *Commuter Colleges; Females; *Grade Point Average; Higher Education; Institutional Characteristics; Longitudinal Studies; Males; Minority Groups; *Nontraditional Students; Predictor Variables; State Universities; *Undergraduate Students

Indicators of persistence of nontraditional students at a large commuter state university were studied, and the literature on persistence was reviewed. The literature review covered student variables affecting retention rates, ethnic status and retention, institutional variables affecting persistence, and theoretical models that explain persistence. Full- and part-time students at the commuter university were tracked from fall 1982 through the beginning of the fall 1986 term. Information was gathered on fall 1982 grade point average (GPA) and cumulative GPA in 1986. For students who entered as freshmen, high school GPA and Scholastic Aptitude Test scores were obtained. Transfer GPA and credit hours were obtained for transfer students. Persistence was defined as either obtaining a degree or being registered for the fall 1986 term. The analysis was done by class level, including remedial, freshman, sophomore, junior, and senior levels. Multiple discriminant analysis included the variables of gender and minority status. It was found that academic integration as measured by GPA was by far the best indicator of persistence. This finding was consistent with previous research on nontraditional students. However, retention patterns were somewhat affected by gender and minority status. Five data tables and a two-page list of references conclude the document. (SW)

ED 274 351 IR 051 641

Shoffner, Ralph M.; And Others
Interlibrary Loan in New York State. Recommended Redesign. Results of a Study: Redesign of Interlibrary Loan in New York State.
Ringgold Management Systems, Inc., Beaverton, OR.

SPONS. AGENCY- New York State Library, Albany.
PUB DATE- 31 Jan 86
NOTE- 339p.

LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrative Policy; *Bibliographic Utilities; Financial Policy; *Interlibrary Loans; *Library Automation; *Library Networks; Library Services; Library Statistics; *Online Systems; *Shared Library Resources; State Aid; Statistical Analysis; Systems Analysis; Tables (Data); User Needs (Information)
IDENTIFIERS- *New York

The scope of this study, which was designed to provide information for use in redesigning the interlibrary loan (ILL) system in New York State, was to provide an overview of the ILL structure and patterns in the state; collect and analyze statistical data on ILL in the state and evaluate the performance of the NYSILL (New York State Interlibrary Loan) system, local and regional systems, and other networks within the state; review and analyze the impact of national ILL networks (such as OCLC, RLIN, and RML), on New York State and identify and analyze major trends in other states; identify the major problems (perceived or actual) with the current ILL system; review the technology used in the ILL process at regional and state levels and recommend changes; review document delivery procedures currently in use and suggest improvements; identify and evaluate the major alternatives in ILL redesign, describing the advantages, disadvantages, and costs of each; analyze the fiscal responsibility in local, regional, and state level programs; review and define the role of the New York State Library, research libraries, regional systems, and local libraries in the ILL process; address the implementation of an ILL code for the state; and recommend performance standards and evaluation criteria for ILL, and develop ongoing data collection models and monitoring of ILL performance at local, regional, and state levels. This report includes the principal findings, recommendations, and approach of the study, which collected data through site visits, field meetings, written statistics, and a survey of public, academic, school, special, health, and other libraries in New York State. The recommended redesign alternative, a "mixed system," is discussed at length. The five appendices, which comprise about half of the report, contain summaries of interviews and meetings, statistical data, information on trends in other states, and the survey forms used. (KM)

ED 274 394 JC 860 516

Kangas, Jon Alan
How Many Students Do Not Meet Prerequisites for San Jose/Evergreen Community College Courses? Institutional Research Report #60.
San Jose Community Coll. District, Calif.
PUB DATE- 10 Sep 86
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; Basic Skills; Community Colleges; *Computer Oriented Programs; *Credit Courses; *Enrollment Rate; Enrollment Trends; *Prerequisites; Two Year Colleges; Two Year College Students

In fall 1985, a computerized prerequisite checking system was implemented in the San Jose/Evergreen Community College District (SJ/ECCD) featuring an informational mode, which provides information about whether a student meets a prerequisite, and a lock-out mode, which prevents a student from registering for classes if prerequisites are not met. A study was conducted to assess the enrollment impact of implementing the lock-out mode; to determine the number and percentage of students not meeting prerequisites by discipline; and to determine which disciplines would be most affected by the implementation of the lock-out mode. Study findings included the following: (1) in fall 1985, 41% of the students did not meet the prerequisites for the classes in which they enrolled, though in spring 1986, this percentage dropped to 31%; (2) lack of basic skills accounted for 61% of student failure to meet prerequisites; (3) computer technology was the discipline that would be most affected by the lock-out mode as 90% of the enrolled students had not met prerequisites; (4) when the prerequisite system was implemented in an informational mode for English classes, English enrollment increased by 18% districtwide; and (5) when the lock-out mode was adopted for English classes, English enrollments decreased by 7%. Enrollment data are appended. (EJV)

ED 274 408 JC 860 541

Hollins, Carol S.; Smith, Myra Goodman

What's Happened to the Class of 1980: A Follow-Up Study of Long-Term Successes of John Tyler Community College Graduates.

John Tyler Community Coll., Chester, VA. Office of Institutional Research.
PUB DATE- Feb 86
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *College Graduates; *College Transfer Students; Education Work Relationship; *Employment Patterns; Followup Studies; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; Questionnaires; Student Characteristics; *Two Year College Students; Vocational Followup

A survey was conducted of the 1980 graduating class of John Tyler Community College (JTCC) 5 years after their graduation to gather information on graduates' characteristics; evaluation of academic services; employment experiences; and further education. Questionnaires were mailed to 223 graduates who completed all requirements in a college transfer, occupational/technical, or certificate program. Study findings, based on a 47% response rate, included the following: (1) of the 105 respondents, 36% were male, 70% were white, and 27% were black; (2) the primary reason that students attended JTCC was "courses and programs," followed by "close to home" and "inexpensive"; (3) 91% of the respondents said that JTCC was "very helpful" or "somewhat helpful" in assisting them in achieving their goals for enrolling; (4) 80% said they would recommend JTCC to a person interested in the same program; (5) 80% of the graduates were employed on a full-time basis, and an additional 8% were employed part-time; (6) only about 29% indicated that they had received additional education or training since leaving JTCC; (7) almost 75% of the graduates indicated that their present jobs were related to their fields of study at JTCC; and (8) 60% of all graduates reported earning $15,000 or more annually. The survey instrument is appended. (Author/LAL)

ED 274 468 PS 016 106

McClean, Holly, Comp.; And Others
Directory of Child Day Care Centers. Volume 3: West.
REPORT NO.- ISBN-0-89774-329-6(V3)
PUB DATE- 86
NOTE- 482p.; For volumes 1 and 2, see ED 266 883 and ED 271 213.
AVAILABLE FROM- The Oryx Press, 2214 North Central at Encanto,
  Phoenix, AZ 85004-1483 ($62.50).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Day Care Centers; Early Childhood Education
IDENTIFIERS- Alaska; Arizona; California; Colorado; Hawaii; Idaho;
  Montana; Nevada; New Mexico; Oregon; Texas; Utah; Washington;
  Wyoming

Produced from lists of licensed day care facilities provided by state and regional licensing agencies, this comprehensive guide to day care centers in 14 western states identifies approximately 17,000 facilities. Like its companion regional volumes, it lists only licensed facilities and provides current information for each: name and address of the facility and, in most cases, telephone number, contact name, capacity, and age range served. Entries are arranged alphabetically by state and city. The directory also contains an alphabetical listing of facilities by name. A listing in this directory does not constitute endorsement of any facility. Parents/consumers should investigate all day care centers from which they may purchase services to determine that the licenses, health standards, child/staff ratios, curriculum, and costs are compatible with their expectations and finances. An appendix lists contact offices by state. (RH)

RC

ED 274 496 RC 015 943

Enochs, Larry G.
Energy Education in the Rural Elementary School: A Curriculum Infusion Project.
Kansas State Univ., Manhattan. Coll. of Education.
SPONS. AGENCY- Kansas State Univ., Manhattan.; Shell Companies Foundation, New York, N.Y.
PUB DATE- Sep 85
NOTE- 16p.
LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adoption (Ideas); Change Strategies; *Curriculum Development; Educational Innovation; Elementary Education; *Energy Education; *Inservice Teacher Education; Institutes (Training Programs); Program Descriptions; Program Effectiveness; *Rural Education; Rural Schools; *Small Schools; Teacher Developed Materials; Teacher Recruitment; Videotape Recordings
IDENTIFIERS- *Kansas

The Kansas State Energy Curriculum Institute (KSECI) was conducted for 2 weeks in June 1984 at Kansas State University, Manhattan, and was attended by nine rural elementary teachers from northeast Kansas. The program included the dissemination of energy curriculum materials, field trips, guest speakers, media production, and other energy education activities. Participants were required to develop a plan for instructional change in their own classrooms, to collect materials appropriate for use with their students, and to produce a videotape "commercial" convincing school districts and teachers of the need for energy education infusion into the curriculum. A questionnaire, "Stages of Concern about the Innovation," was used as a pretest and posttest to document program effectiveness. Results showed that KSECI participants gained knowledge and became more concerned about student outcomes and working with others following the Institute. Participants' evaluations of the Institute were mostly positive regarding materials, instructors, and field trips. The major criticism was that there was not enough time to explore materials and topics. (JHZ)

Osis, Vicki; And Others
Gateway to the Pacific: The Columbia River. Teacher's Resource Book, Grades 5-7.
Oregon State Univ., Corvallis. Sea Grant College Program.
REPORT NO.- ORESU-E-86-001
PUB DATE- 86
NOTE- 166p.; Publication was conceived and organized by the Pacific Circle Consortium and supported by the Northwest Association of Marine Educators, Environmental Education Association of Oregon, and the Northwest Educational Laboratories. Drawings may not reproduce well.
AVAILABLE FROM- Oregon State University Extension Sea Grant Program, Hatfield Marine Science Center, Newport, OR 97365 ($5.00).
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Ecology; Elementary Education; *Elementary School Science; Environmental Education; Interdisciplinary Approach;

Intermediate Grades; *International Trade; *Learning Activities; Manufacturing; *Marine Education; Natural Resources; Navigation; Physical Environment; Science Education; Social Studies; *Water Resources
IDENTIFIERS- *Columbia River; *Shipping Industry

Developed as part of an international curriculum effort, this unit aims to provide information to students about the interdependence of Pacific nations and the importance of the Columbia River and its ports in international trade. Geared for grades 5-7, the materials focus on harbors both as natural ecosystems and as locations of international ports for the exchange of raw materials and manufactured goods. Part 1 of the guide includes lessons which present activities related to: (1) entering the harbor; (2) use of the harbor; (3) the harbor environment; and (4) you and your harbor. A series of readings comprise part 2. Part 3 contains vocabulary lists which are designed to be used with the specific readings found in section 2. (ML)

ED 274 538 SE 047 235

North Dakota Mathematics Curriculum Guide: Elementary (K-8).
North Dakota State Dept. of Public Instruction, Bismarck.

PUB DATE- Jan 86
NOTE- 194p.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Calculators; Educational Change; *Educational Objectives; Elementary Education; *Elementary School Mathematics; *Learning Activities; *Mathematics Instruction; Microcomputers; State Curriculum Guides; State Departments of Education; Teaching Methods

IDENTIFIERS- *North Dakota

This guide was developed to provide assistance to North Dakota schools in improving their elementary mathematics programs. Use of calculators and problem-solving instruction is firmly suggested, and computers should also be integrated in the mathematics program. Following statements of philosophy and goals, the scope and sequence of skills for grades K-8 is presented for numeration; whole number operations; decimals; estimation; fractions; measurement; geometry; graphing, statistics, and probability; equations, expressions, and positive and negative numbers; ratio and proportion; percent; and problem solving. Then objectives are stated, by topic, for each grade level. In the following section sample test questions for each grade level are provided for each topic. A selection of activities is then given for primary, intermediate, and junior high school levels. Appendices contain position statements on calculators; computer software, including evaluation; textbook evaluation; basic skills; recommendations for school mathematics in the 1980s; and an eight-page bibliography. (MNS)

ED 274 147 FL 015 907

Plunkett, Gray; McKeever, Michael
A Relational Grammar Approach to Verb Agreement in Lakota.
PUB DATE- 86
NOTE- 18p.; In: Work Papers of the Summer Institute of Linguistics, Volume 30, 1986; see FL 015 901.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Languages; Form Classes (Languages); *Grammar; Language Research; *Linguistic Theory; *Sentence Structure; *Structural Analysis (Linguistics); Uncommonly Taught Languages; *Verbs
IDENTIFIERS- *Lakota (Language); *Relational Grammar

Verb agreement, rules, and their application in Lakota, a Siouan language, are examined in the framework of relational grammar. It is argued that certain relational grammar concepts, especially the notions of level and working 2, provide the necessary theoretical apparatus for formulating concise rules of verb agreement in Lakota. The rules account for all major transitive, ditransitive, and intransitive clause types. The analysis is also found to support the claim of previous research that the notion of working term-x is needed to state rules in the grammars of natural languages. Constructions analyzed include monostratal transitive clauses, intransitive clauses, reflexive clauses, double patient verbs, and 3-2 and Obl-2 advancements. (Author/MSE)

ED 274 254 HE 019 694

Oversight Hearing on the Reauthorization of the Higher Education Act of 1965. Hearing before the Subcommittee on Postsecondary Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, First Session (Portland, Maine).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 24 Sep 85
NOTE- 99p.; Serial No. 99-65. Portions of document contain small print.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Access to Education; Credit (Finance); *Eligibility; *Federal Aid; *Federal Legislation; *Financial Aid Applicants; Financial Support; Government School Relationship; Hearings; Higher Education; Income; Loan Repayment; Student Costs; *Student Financial Aid; *Student Loan Programs
IDENTIFIERS- Congress 99th; Guaranteed Student Loan Program; *Higher Education Act 1965; Maine; Parent Loans for Undergraduate Students Program; Pell Grant Program; TRIO Programs

Hearings on reauthorization of the Higher Education Act of 1965 that were held in Portland, Maine, in 1985 are presented. It is noted that in Maine, which is a rural state, family income is low and 56% of its students depend on federal financial aid programs. Specific concerns include: how costs at the University of Maine system compare with costs of other state universities; the effects of student costs at Maine's state colleges on the need for student aid; proposals to consolidate loans and structure repayment on a graduated rather than a flat rate basis; the heavy indebtedness that professional students incur; proposals for loan deferments for individuals who become teachers or lawyers who enter public sector positions; a proposal to increase the Parent Loans for Undergraduate Students Program from $3,000 to $4,000 per student per academic year, up to a total of $20,000 as an aggregate limit; the Reagan Administration's proposed 53% cut in TRIO programs, which assist bright, low-income students realize their academic potential; characteristics of loan defaulters, including the underemployed and unemployed; a recommendation to simplify Title IV of the Higher Education Act; and a proposal to allow for inflationary increases in the Title IV programs to keep up with increases in college costs. (SW)

ED 274 337 IR 012 328

Welker, James D.
I. I. in Science for Students in Elementary Education at the University of Alabama.
PUB DATE- Oct 85
NOTE- 19p.; Paper presented at the Annual Conference of the International Society for Individualized Instruction (New Brunswick, NJ, October 10-12, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Assignments; Continuous Progress Plan; Course Descriptions; Elementary Education; Elementary School Science; *General Science; Higher Education; *Individualized Instruction; *Mastery Learning; *Preservice Teacher Education; Study Guides

A general science course designed to meet one of the science requirements for prospective elementary school teachers at the University of Alabama emphasizes mastery learning of factual content, and is intended to provide an overview of the several areas of science that typically constitute elementary school science. This report describes this course, one of three developed at the university, which use the "Keller Approach" to provide individualized instruction (II). At the beginning of the semester, each student receives a course outline with the topics to be covered; textbook assignments; and descriptions of the course and procedures to be used for progress checks, attendance, the final examination, and final grades. The course consists of 18 units, and all units must be completed in sequence. Prior to starting work on a unit, each student receives a study guide for that unit which includes an introduction to the unit, a list of the objectives to be mastered, and a suggested procedure to ensure mastery. A quiz is given on completion of each unit. The staffing consists of one professor and five student proctors. Attendance is not required at each class period; however, the professor is present to assist students who need help and to administer unit progress checks. Final grades are based on a single comprehensive examination and two points are given for completing progress checks on time. Leaders in the class may earn bonus points by serving as student monitors. Appended materials for students include an outline of the course, the course description and procedures, the study guide for Unit 12 (Engines), and a unit progress schedule form. (Author/DJR)

ED 274 366 IR 051 657

Rosenbaum, Howard
Information Flows and Transfer in Educational Organizations: Selective Bibliography.
PUB DATE- 21 Aug 86
NOTE- 26p.; Research project for the Master of Library Science degree, Syracuse University.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Educational Environment; *Information Networks; *Information Science; *Information Systems; *Information Transfer; Institutional Environment; Management Systems; *Organizational Communication; Organizational Theories; Social Networks

This selective, annotated bibliography presents the results of a survey of current literature in several disciplines relating to the theme of information flows and transfer in educational organizations. Created as a preliminary step in an ongoing research project to investigate the formal and informal information processes in a small college setting, the bibliography can serve as a resource guide for researchers interested in the study of organizations in information science, the social sciences, management and organization studies, and communication studies. Introductory material defines the literature and subjects covered, lists search tools, and provides sample entry formats. Sources published from 1979 to 1986 are listed alphabetically according to publication type in three categories: (1) Books and Collected Papers; (2) Journal and Magazine Articles, Conference Proceedings and Papers; and (3) Dissertations. Annotations provided for 71 of the 99 entries indicate the relevance of the work cited to the theme of the bibliography. A separate list of journals and their Library of Congress call numbers is also included. (Author/KM)

ED 274 423 PS 016 027

Bjorklund, Gail
Developmental Placement. Collected Research References.
PUB DATE- 86
NOTE- 12p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Academic Achievement; Educational Research; Educational Trends; Grade Repetition; Primary Education; *School Entrance Age; *School Readiness Tests; Student Placement; Test Reliability; Test Validity; Young Children
IDENTIFIERS- *Developmental Placement; *Gesell Developmental Tests

Drawing on information and references in the ERIC system, this literature review describes research related to a child's developmental placement. The issues examined include school entrance age; predictive validity, reliability, and features of Gesell School Readiness Assessment; retention; and the effectiveness of developmental placement. A summation of the research for each issue is provided, as well as annotated references for the research described. (HOD)

ED 274 438 PS 016 058

Barnard, Kathryn; And Others
Program Evaluation: Issues, Strategies and Models. A Discussion for Administrators and Practitioners Serving Disabled and At-Risk Infants, Toddlers, and Their Families.
National Center for Clinical Infant Programs, Washington, DC.
PUB DATE- 86
NOTE- 22p.
GRANT- MCJ-113271-01-1
AVAILABLE FROM- National Center for Clinical Infant Programs, 733 Fifteenth Street, N.W., Suite 912, Washington, DC 20005 (Free).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Action Research; Clinics; *Disabilities; *Family Programs; Formative Evaluation; *Hospitals; Infants; Models; Parents; Program Descriptions; *Program Evaluation; Summative Evaluation; *Toddlers
IDENTIFIERS- *Early Intervention; *Infant Care

Offering a discussion for administrators and practitioners serving disabled and at-risk infants, toddlers, and their families, these three addresses explore issues, strategies, and models of program evaluation. "Major Issues in Program Evaluation," by Kathryn Barnard, discusses the purpose of, process of, and ways of doing program evaluation, as well as the development of a model relevant to a wide range of early intervention programs. "Evaluation Strategies," by Victoria Seitz, gives three evaluation strategies: (1) process evaluation, which describes a project's client population and activities; (2) outcome evaluation, which tries to ascertain whether people are different as a result of receiving service; and (3) action research, which explores the mechanisms by which a successful intervention program helps those for whom it does work. Seitz also explores a variety of innovative research designs with which to evaluate intervention outcomes. "The Infant-Parent Program at San Francisco General Hospital," by Jeree Pawl, relates the process by which staff of a service program for young children and families worked together to design and implement an evaluation process which helped to improve clinical practice and supervision while simultaneously demonstrating the efficacy of the program to funding sources. The report also summarizes discussion elaborating themes raised by the three major speakers and relates program evaluation issues to current concerns of state administrators and community practitioners. (RH)

Towards Universalization of Primary Education in Asia and the Pacific: Country Studies--Papua New Guinea.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 84
NOTE- 105p.; In: "Towards Universalization of Primary Education in Asia and the Pacific: Country Studies"; see PS 016 069.
AVAILABLE FROM- UNIPUB, 10033/F, Martin Luther King Jr. Highway, Lanham, MD 20706-4391 (Complete volume $52.00 in U.S. funds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Community Involvement; *Educational Improvement; *Educational Policy; *Elementary Education; Enrollment; *Equal Education; Foreign Countries; Instructional Materials; Mass Media; Program Descriptions; Tables (Data); Teacher Student Ratio; Textbooks
IDENTIFIERS- *Papua New Guinea

This study describes the provision of elementary education in Papua New Guinea. Chapter One briefly discusses streams of primary education, hiring of teachers, education boards, and the ministry of education. Chapter Two describes the existing education system in terms of compulsory education, the structure of the education system, educational planning, teacher education, the inspectorate, radio programs concerning education, community involvement, community schools, the community school curriculum, textbooks and instructional materials, mass media and educational technology, promotion policy, research findings, and special students. Chapter Three offers an analysis of statistics concerning primary education schools. Chapter Four discusses national policies affecting universalization of primary education, including the national development strategy, the national public expenditure plan, educational policy for each year between 1977 and 1980, inclusive, and policies focusing on teacher education, evaluation of the progress of primary education since 1982, training of primary education personnel, and target dates for universal primary education. Chapter Five describes programs and projects originating in the Department of Education and the provinces. Appended are comparative statistics for the years between 1970 and 1983, inclusive. (RH)

ED 274 482 RC 015 916

Getting To Know Your Community. Pennsylvania Youth in Action. Project 1--Member Guide.

Pennsylvania State Univ., University Park. Dept. of Agricultural and Extension Education.

PUB DATE- 80
NOTE- 35p.; For related documents, see RC 015 915-918.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Activity Units; Citizen Participation; *Community Development; *Community Study; Educational Games; Educational Objectives; Elementary Education; Experiential Learning; *Learning Activities; *Workbooks; Youth Programs
IDENTIFIERS- *4 H Programs; *Pennsylvania

This student workbook is for 8- to 11-year-olds participating in the Pennsylvania 4-H "Getting To Know Your Community" program which is designed to involve youth in improving the quality of community life, learning about the role and functions of local government, understanding public issues, becoming involved in the process of community decision making, and participating in many community projects and activities. Illustrated with humorous line drawings, the workbook is divided into eight units covering the topics of "Who Are You?"; "What Is a Community?"; "How Do I Feel about My Community?"; "What Concerns Are There in My Community?"; "Solving a Problem in My Community"; "Planning the Action--Do It"; "Did We Do It Right?"; and "What an Experience!" Each section contains a thought for the unit and a variety of activity sheets which include games, charts, assignments, quizzes, puzzles, and checklists. (NEC)

ED 274 510 SE 046 909

Porter, Andrew C.
Content Determinants Research: An Overview.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, D.C.
PUB DATE- 86
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). For a related document, see SE 047 247.
CONTRACT- 400-81-0014
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum; *Educational Policy; *Educational Practices; Educational Research; Elementary Education; *Elementary School Mathematics; *Elementary School Teachers; *Mathematics Instruction; Research Methodology
IDENTIFIERS- *Mathematics Education Research

This brief report describes a program of research which seeks to clarify the decision-making process whereby elementary school teachers determine the content of mathematics instruction for their students. The extent to which factors such as student characteristics, policies and practices of the school hierarchy, and advice or requests from others influence teachers' content decisions is hypothesized to be a function of the authority and/or power the teacher views the factor to have as well as the degree to which it explicitly addresses content decisions and is consistent with other factors in the teacher's milieu. In addition to analyses of fourth-grade textbooks and tests, case studies of seven teachers in grades 3-5 and three studies of state, district, and school policies were conducted. The findings of the first two of these studies are briefly discussed, followed by the design of the third study, conducted in grades 4 and 5 in six Michigan school districts. Teacher logs, teacher questionnaires, and interviews with teachers, principals, and curriculum coordinators were used to collect information. (MNS)

ED 274 164 FL 016 002

Bookman, Karen
Aspect in "Era," "Estaba," "Fue," and "Estuvo."
PUB DATE- Apr 86
NOTE- 35p.; Paper presented at the Kentucky Foreign Language Conference (39th, Lexington, KY, April 24-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Form Classes (Languages); *Spanish; Structural Analysis (Linguistics); *Verbs
IDENTIFIERS- *Aspect (Verbs)

Analysis of the interaction of the grammatical and copulative aspects of the Spanish verbs "era," "estaba," "fue," and "estuvo" revealed that for most of the data obtained, copulative and grammatical aspect operate independently, with syntactic-semantic constraints selecting one copula and grammatical aspect applying to the copula as to any other verb. For data where all four copulative forms contrast, "era" is found to be -beginning defined and -end defined, "estaba" is +beginning and -end defined, "fue" is -beginning and +end defined, and "estuvo" is +beginning and +end defined. (Author/MSE)

ED 274 194 FL 016 062

Fragiadakis, Helen; Licwinko, Amy

The Conversation Exchange Program: Foreign and American Students Together.

PUB DATE- 86
NOTE- 21p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (20th, Anaheim, CA, March 3-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adjustment (to Environment); College Students; *Cultural Awareness; *English (Second Language); *Foreign Students; Higher Education; *Intercultural Communication; Peer Acceptance; Peer Teaching; *Program Design; Student Attitudes; *Telephone Usage Instruction
IDENTIFIERS- Telephone Courtesy

A program growing from the need for foreign college students to have more contact with native English-speakers matches a university extension program's students of English as a second language (ESL) with American students studying foreign languages at the university level. The ESL students are given the native students' telephone numbers and required to make the first contact. At this point, the ESL students may encounter a telephone answering machine, and a curriculum unit is designed to familiarize students with its use. The ESL students invite their respective partners to a reception hosted by the English program, and arrange their individual meetings. Participants are encouraged to evaluate the program and their experiences. The program has fostered friendships and intercultural communication in addition to conversation practice. Copies of the initial letter and sign-up sheet sent to language departments, the memo and sign-up sheet sent to ESL teachers, the assignment letter, evaluation forms, and a variety of comments about the program and the partners made by participants are included. (MSE)

Inventory of Academic Programs. Volume Two. Private Senior Institutions and Branch Campuses, Private Junior Colleges. A Planning Document of the Alabama Commission on Higher Education.
Alabama State Commission on Higher Education, Montgomery.
PUB DATE- Aug 86
NOTE- 188p.; For related documents, see HE 019 721-725.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accrediting Agencies; Classification; *College Programs; *Credit Courses; Degrees (Academic); Higher Education; *Private Colleges; *Two Year Colleges
IDENTIFIERS- *Alabama

An inventory of academic programs offered for credit and learning to an academic award offered by Alabama's private senior institutions and branch campuses and private junior colleges as of June 1, 1986, is presented. For each college and program, charts indicate program titles, levels of degrees offered, and accreditation status. Included are summary charts of degrees offered by program, i.e., the number of programs at each institution by level (certificate, associate, bachelors, masters, education specialist, first professional, and doctor's). A list of accrediting organizations as well as abbreviations of degree programs are appended. All programs are classified in accord with the National Center for Education Statistics' "A Classification of Instructional Programs." The following private senior institutions are included: Birmingham-Southern College, Faulkner University, Huntingdon College, Judson College, Miles College, Mobile College, Samford University, Southeastern Bible College, Spring Hill College, Stillman College, Tuskegee University. The private junior colleges are Concordia College, Marion Military Institute, and Walker College. (SW)

ED 274 323 IR 012 303

O'Neill, Sue S., Comp.; Carter, Constance, Comp.
Optical Disk Technology. A Brief Guide to Materials in the Library of
Congress. TB 84-6.
Library of Congress, Washington, D.C.
PUB DATE- Dec 84
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General
(050) Reference Materials - Bibliographies (131)
DESCRIPTORS- Bibliographies; Conference Proceedings; Indexes;
*Information Sources; *Optical Disks; Periodicals; Research
Reports; Textbooks; Videodisks
IDENTIFIERS- Library of Congress; Pathfinders

This brief guide lists sources to aid an individual in pursuing the study of optical disk technology through a review of the literature in the collections of the Library of Congress. The materials and search aids are listed under 14 headings: (1) Introductions to the Topic; (2) Subject Headings (Library of Congress subject headings under which books on topical disk technology can be located in most card, book, and online catalogs); (3) Basic Texts; (4) Additional Titles; (5) Bibliographies; (6) Conference Proceedings; (7) Library of Congress Optical Disk Pilot Project; (8) Abstracting and Indexing Services; (9) Journals; (10) Selected Representative Journal Articles; (11) Reports (i.e., guides in which government reports and other types of literature are indexed); (12) Selected Technical Reports; (13) Selected Materials (from the Science Reading Room pamphlet boxes); and (14) Additional Sources of Information (organizations). (DJR)

ED 274 381 JC 860 485

Hild, Harold N., Ed.
Developmental Learning: Evaluation and Assessment. NARDSPE Research Report, Number 1. First Edition.
National Association for Remedial and Developmental Studies in Post-Secondary Education.
PUB DATE- 82
NOTE- 56p.; Table contains small type.
AVAILABLE FROM- National Association for Developmental Education, P. O. Box 60227, Chicago, IL 60660 ($6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- *Criterion Referenced Tests; *Developmental Studies Programs; Educational Diagnosis; Educational Testing; *Evaluation Methods; *Naturalistic Observation; Postsecondary Education; *Program Effectiveness; Remedial Programs; *Standardized Tests; Student Evaluation; Student Placement

Three types of evaluation methods are discussed in terms of their use in evaluating both cognitive and affective learning in developmental programs: standardized tests; criterion-referenced tests; and naturalistic inquiries. Section I looks at the complexities of learning and the inherent difficulties in judging the quality and quantity of what is learned by students in developmental programs, and proposes a model that can be applied to the evaluation of learning in postsecondary developmental programs. Section II describes three general categories of tests (i.e., placement, diagnostic, and achievement) and specific types of tests (i.e., standardized, criterion-referenced, habit and attitude inventories, and teacher-made competency tests). These tests are analyzed according to their strengths, weaknesses, and uses. Additionally, section II reviews several instruments that can be used in developmental programs, and section III offers a rationale for the utilization of criterion-referenced tests in developmental programs and offers suggestions for developing these tests. Section IV shows how unobtrusive or naturalistic methods of evaluation can be used to fill in the gaps left by other tests, including a definition of naturalistic inquiry and a description of its basic principles. Finally, a concluding section highlights major points and implications for the future of evaluation of developmental studies. (EJV)

ED 274 180 FL 016 019

Nayar, P. B.
A Fully Functional ESL Syllabus: A Pioneering Effort in Papua New Guinea.
PUB DATE- Mar 84
NOTE- 9p.; In: On TESOL '84. A Brave New World for TESOL. Selected Papers from the Annual Convention of the Teachers of English to Speakers of Other Languages (18th, Houston, Texas, March 6-11, 1984); see FL 016 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Design; *English (Second Language); Foreign Countries; *Instructional Innovation; Instructional Materials; *Notional Functional Syllabi; Program Implementation; Secondary Education; Second Language Instruction; Teacher Education
IDENTIFIERS- Papua New Guinea

A functional-notational syllabus was developed for use in Papua New Guinea because the English language needs and terminal competence of students in that country are more easily identifiable in terms of functional-notional categories than of language structures. The syllabus for grades 7-10 is divided into units or topics of language uses, and each language use is described in terms of its communicative purpose and concepts involved. Whenever possible, language uses are linked to the subject areas where they are used or needed frequently. The most typical forms in which the uses are realized are listed or shown in a model. The topic is broken into specific classroom objectives that are graded from passive identification through discrimination to active production, incorporating the necessary reading and writing skills. There is no teaching of language structure as such, and structures are taught only as the means of realization of language uses. The syllabus is based on a tentative analysis of the communicative and intellectual needs of an idealized Papua New Guinean school leaver. Problems occurring with the new system include political, bureaucratic, and academic barriers, difficulty in finding appropriate teachers and in training teachers in the functional approach, lack of instructional materials, and mistrust among proponents of conventional teaching methods. (MSE)

ED 274 211 FL 016 095

Le Page, Robert
An Outsider's View of Research Needs in Second Language Learning.
PUB DATE- 85
NOTE- 10p.; In: Second Language Learning: Research Problems and Perspectives. Papers from a Conference on Second Language Learning (Birmingham, England, February 24-26); see FL 016 092.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Change; *Educational Needs; Foreign Countries; Instructional Improvement; Language Attitudes; Language Research; *Language Teachers; Learning Motivation; *Learning Processes; *Linguistics; *Second Language Learning; Stereotypes; *Teacher Education Curriculum
IDENTIFIERS- Great Britain

This paper explores the need for radical reform in the training of foreign language teachers. This change would provide language teachers with an understanding of the social and psychological aspects of language learning, especially motivation; the nature of linguisitc systems and how individuals create and use them; and the relationship of linguistic system creation to language and usage stereotypes. Thorough training in sociolinguistics, psycholinguistics, and linguistics should be a major portion of language teacher education. If teachers were equipped to think about their students as individuals within the framework of linguistic and social values and would collaborate across disciplines, then a collective understanding of how to make the most of the existing situation to provide vocational and cultural enrichment for students is possible. Research efforts should be redirected toward this kind of reform in teacher training. (MSE)

ED 274 227 HE 016 596

CUPA 1982-83 National Faculty Salary Survey by Discipline and Rank in State Colleges and Universities.

American Association of State Colleges and Universities, Washington, D.C.; Appalachian State Univ., Boone, N.C.; College and Univ. Personnel Association, Washington, D.C.

PUB DATE- May 83
NOTE- 56p.; For private colleges and universities survey, see HE 016 595.
AVAILABLE FROM- College and University Personnel Association, 11 Dupont Circle, Suite 120, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Rank (Professional); *College Faculty; Comparative Analysis; *Compensation (Remuneration); Departments;

Full Time Faculty; Higher Education; *Intellectual Disciplines; National Surveys; *Salaries; School Surveys; *State Colleges; State Universities
IDENTIFIERS- National Faculty Salary Survey

Salary data for full-time faculty in 61 selected disciplines at state colleges and universities were obtained through the 1982-1983 National Faculty Salary Survey by Discipline and Rank. Information was collected on 9- or 10-month academic year salaries for over 52,000 full-time faculty members at 227 institutions belonging to the American Association of State Colleges and Universities. Definitions of study variables are provided, including average salary, high salary, and low salary, and new assistant professor (i.e., faculty hired for the first time in fall 1982). For each discipline and major field, statistical tables provide salary data for five faculty ranks. Examples of the type of analyses that are possible using the data available are included. A list of the 61 disciplines and major fields is provided, including codes that refer to the National Center for Education Statistics' Classification of Instructional Programs and the Higher Education General Information System Taxonomy. A list of participating institutions is provided. (SW)

ED 274 241 HE 019 675

Hinchliffe, Keith
Issues Related to Higher Education in Sub-Saharan Africa. World Bank Staff Working Papers No. 780.
World Bank, Washington, D. C.
REPORT NO.- ISBN-0-8213-0665-0
PUB DATE- 85
NOTE- 94p.
AVAILABLE FROM- Publications Department, World Bank, 1818 H Street, N.W., Washington DC 20433.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Case Studies; *College Graduates; Economic Factors; *Educational Finance; Employment Opportunities; Financial Support; *Foreign Countries; *Government School Relationship; Higher Education; *Labor Market; *Resource Allocation; Student Costs; Unit Costs
IDENTIFIERS- *Africa (Sub Sahara)

Higher education in Sub-Saharan African countries is examined. Attention is directed to the development of higher education in sub-Saharan African countries since the early 1960s, as well as criticisms currently directed at the sector, and the economic and budgetary environment for resource allocation. The labor market for African college graduates is also analyzed. Labor market summaries are constructed for 15 countries using a wide range of information including rate of return studies, wage structures and trends, recorded vacancies, levels of expatriate employment, and government employment policies. Also discussed are future developments in graduate labor markets and implications for higher education enrollment policy. The unit costs of universities in 24 countries are presented, along with case studies of staff/student ratios, levels of expatriate employment, nonacademic expenditures, and utilization rates of physical facilities. The feasibility of reducing unit costs and student withdrawal rates is also addressed, and examples of how particular policy changes affect costs are provided. The possibilities of reducing government expenditure on higher education through increasing students' contributions is discussed. Current arrangements for student financing for 24 countries are documented. (SW)

ED 274 268 HE 019 708

Packard, Richard D.
The Art of Administration. Monograph #1.
PUB DATE- Aug 84
NOTE- 10p.; Paper presented at a conference of the Arizona Alliance for the Arts (Tucson, AZ, December 1, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150) Journal Articles (080)
DESCRIPTORS- *Employee Attitudes; *Employer Employee Relationship; Higher Education; Incentives; *Job Satisfaction; *Motivation Techniques; Organizational Change; Productivity; *Psychological Needs; Quality of Working Life; Teamwork; Work Attitudes; *Work Environment

The art of effective management is addressed, along with motivational factors that affect the way in which employees respond to management. To meet challenges for better production, organizational systems are taking into account the development of individual employees. Since human behavior must be fully understood to develop human resources, "new design managers" need to understand psychological needs and what motivates individuals. Therefore, at the heart of effective administration are working conditions designed to meet physical and psychological needs, and the astute skill exhibited in approaching employees in a way that causes them to be motivated. Eight of 16 motivational factors important to developing human resources for productivity are as follows: showing respect for employees increases self-esteem and positive feelings; understanding that individual successes strengthen the total organization; rewarding and praising employees increases productivity; challenging workers and providing stimulating work provides the incentive to produce more; knowledge of progress is reinforcing; working for the same goals encourages teamwork; employees tend to identify with leaders who set desirable examples; and individuals are usually encouraged to work harder when they feel secure about their status. (SW)

ED 274 297 HE 019 776

Quality in Higher Education. Hearing before the Subcommittee on Education, Arts and Humanities of the Committee on Labor and Human Resources. United States Senate, Ninety-Ninth Congress, Second Session.

Congress of the U.S., Washington, D.C. Senate Committee on Labor and Human Resources.

REPORT NO.- Senate-Hrg.-99-732
PUB DATE- 28 Jan 86
NOTE- 80p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Accountability; *Accreditation (Institutions); Accrediting Agencies; Codes of Ethics; College Planning; *Educational Assessment; *Educational Quality; Evaluation Criteria; *Government School Relationship; Hearings; Outcomes of Education; *Postsecondary Education; Professional Education; Student Evaluation; Undergraduate Study
IDENTIFIERS- Congress 99th

The role of the federal government in assessing and improving postsecondary educational programs are considered in hearings of the United States Senate. Testimony of Secretary of Education William Bennett discusses: the decline in quality of undergraduate education, areas of concern in vocational and professional education, the importance of assessment, state and federal government responsibilities for quality improvement, and accreditation standards. A particular concern is the system of relying on private accreditation as a major indicator of eligibility for federal financial assistance of many kinds. The Secretary also provides information on 32 colleges and universities that have honor codes. Testimony by James T. Rogers of the Southern Association of Colleges and Schools, the accrediting group for the southern states, identifies new criteria for institutions to evaluate their effectiveness, and discusses the importance of outcomes assessment as part of the institutions' planning process. Testimony by C. Donald Sweeney of the National Association of State Approving Agencies addresses the dimension of quality assessment known as academic progress standards and considers a mechanism for quality assessment. Questions from Senators are directed to the witnesses. (SW)

ED 274 310 IR 012 287

Schalow, Susan R.; Mears, John E.
Computer Readability and Editing System (CRES). Programmer's Reference Manual. Technical Report 86-001.
Naval Training Analysis and Evaluation Group, Orlando, Fla.
REPORT NO.- TR-86-001
PUB DATE- Jan 86
NOTE- 316p.; For a technical report on the original system, see ED 190 064.
LANGUAGE- English
EDRS Price - MF01/PC13 Plus Postage.
PUB TYPE- Other/Miscellaneous (Not Classifiable Elsewhere) (999) Reference Materials - Directories/Catalogs (132) Reports - Research/Technical (143)
DESCRIPTORS- *Computer Oriented Programs; *Computer Software; Editing; Guides; *Instructional Materials; Military Personnel; Programing; *Readability; Reading Comprehension; Research Reports; *Technical Education
IDENTIFIERS- BASIC Programing Language; Navy

The Navy has long been aware of a literacy gap existing between the level at which Navy technical documents are written and the reading comprehension level of enlisted personnel. In order to provide guidance in the restructuring of text and the limiting of vocabulary to reduce this gap, the Training Analysis and Evaluation Group developed the Computer Readability and Editing System (CRES). This system not only analyzes the sentence construction of various reading materials and determines the reading grade level, but it also provides suggestions for simplification and clarification of the material. Intended to serve as a programmer's reference guide to assist in the implementation, maintenance, and modification of CRES, as well as an aid in its conversion to other languages and machines, this report is divided into two sections: (1) a brief description of the CRES and its major options and sub-options, and (2) a detailed description of the individual programs comprising the system and a commented listing for each program. Eight related reports are listed as references, and appendices include word list definitions and the control file describing each word list data file, a list of programs and data files included in CRES, sample flowcharts for the creation and maintenance of the word lists, and a sample text passage and the output obtained from a CRES analysis of the text. (DJR)

ED 274 469 RC 015 511

Rivera, Manuel G.
El Cedazo: Sifting and Shifting or The Hispanic Participation in the Management of the California Community Colleges: 1973-83.
PUB DATE- Sep 85
NOTE- 44p.; Paper presented at the Annual Conference of the Texas Association of Chicanos in Higher Education (McAllen, TX, September 19-21, 1985).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrators; Administrator Selection; *Community Colleges; *Ethnic Discrimination; *Faculty Promotion; *Hispanic Americans; Minority Groups; Personnel Needs; Two Year Colleges
IDENTIFIERS- *California

The results of a search for Spanish surnames in the personnel directories of California Community Colleges for the years 1973-1978 and 1979-1983 indicate that, for the most part, Hispanics have not advanced into managerial positions in California Community Colleges in spite of affirmative action programs, legislation, and litigation. Over the 10-year period, 59% or 41 of the 70 districts have never hired a Hispanic in a district administrative position.

For 8 years there was only one Hispanic superintendent-president (chancellor), until 1982-83 when the number increased to three. Only 29 Level 2 and 30 Level 3 administrative positions were filled by Hispanics. Urban areas with the exception of the San Diego area and Sacramento contained most of the Hispanic administrators, with southern California leading the way with 37 entries during the decade, followed by the San Francisco Bay Area with 28. Twenty-eight community colleges have not employed a Hispanic for a management position in over a decade. Research indicates that Hispanics do not actively seek positions; Hispanic mentors may not be willing to take a chance on promoting/hiring fellow Hispanics. There is no evidence to indicate that Hispanics have been accepted by the dominant group in managerial positions. (NEC)

ED 274 525 SE 047 220

Livingstone, Ian D.; And Others
Second International Mathematics Study. Perceptions of the Intended and Implemented Mathematics Curriculum. Contractor's Report 1986.
Illinois Univ., Urbana. Coll. of Education.; International Association for the Evaluation of Educational Achievement, Hamburg (West Germany).; New Zealand Council for Educational Research, Wellington.
SPONS. AGENCY- Center for Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-86-212
PUB DATE- Sep 86
NOTE- 55p.; For a related document, see ED 259 896.
CONTRACT- OE-300-83-0212
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Curriculum Evaluation; Data Analysis; *Educational Assessment; Educational Research; Grade 8; *International Studies; *Mathematics Curriculum; Secondary Education; Secondary School Mathematics
IDENTIFIERS- *Mathematics Education Research; Second International Mathematics Study

The concept of three curriculums--intended, implemented, and attained--is central to this report. In the second international mathematics study, students were surveyed at age 13 (grade 8 in the United States) and in the terminal grade of secondary schooling; this analysis is limited to the first group. How each of the three curriculums was assessed is discussed. The intended and implemented content coverage is briefly discussed, with a table showing differences between the coverage for arithmetic, algebra, geometry, statistics, and measurement for 16 countries. Differences between student and teacher indices are shown in a table. The attained curriculum is discussed in detail, including appraisal by type of items. For most countries and for most mathematics topics, intention runs ahead of implementation. Teachers agreed with students on what had been taught in algebra and measurement, but on the other three topics there were a large number of items showing discrepant results. The appendix includes 23 data tables. (MNS)

ED 274 539 SE 047 236

Parmenter, Tish; Bailey, Robert
The Oregon Oceanbook. An Introduction to the Pacific Ocean off Oregon Including Its Physical Setting and Living Marine Resources.
Oregon State Dept. of Land Conservation and Development, Newport.
PUB DATE- 85
NOTE- 146p.
AVAILABLE FROM- Hatfield Marine Science Center, Oregon State University, Book Shop, Newport, OR 97365 ($6.00, plus $1.25 shipping and handling, 10-24 copies, 10% discount, 25-49 copies, 20% discount, 50+ copies, 25% discount. All plus postage).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- *Ecology; Environmental Education; Estuaries; Geology; *Marine Biology; *Marine Education; Natural Resources; *Oceanography; Physical Environment; Physical Geography; Research and Development; Science Education; Water; *Water Resources; Zoology
IDENTIFIERS- *Oregon; *Pacific Ocean

Developed to integrate fundamental oceanographic concepts with basic research, this book presents information about the Pacific Ocean off the coast of Oregon. Characterizations and descriptions of the marine environment from the coastline to approximately 200 miles offshore are provided for the interested public. Chapter topics include: (1) marine ecology (identifying the life forms and trophic structure of Oregon's marine habitats); (2) geology (examining the current research performed on the ocean bottom and exploring the economic resources of the offshore environment); (3) oceanography (explaining weather and circulation patterns of the earth's atmosphere and oceans and their influences on oceanic productivity); (4) plankton (providing descriptions and examples of photoplankton and zooplankton); (5) nekton (identifying the more important species of swimming marine life found off Oregon); (6) benthos, or ocean floor, (highlighting the general characteristics of benthic organisms, their diversity, habital preference, feeding and life cycles); and (7) marine birds and mammals (discussing in detail birds which breed along the coast and mammals which are found along the coast or in the waters off Oregon). References are included, and additional resources are provided in the appendix. (ML)

ED 274 148 FL 015 908

Pappenhagen, Ronald W.

Kanasi: A Brief Grammar Sketch.

PUB DATE- 86
NOTE- 28p.; In: Work Papers of the Summer Institute of Linguistics, Volume 30, 1986; see FL 015 901.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Form Classes (Languages); *Grammar; Language Research; Language Typology; *Sentence Structure; *Structural Analysis (Linguistics); Uncommonly Taught Languages
IDENTIFIERS- *Kanasi; Papua New Guinea

An outline of the grammar of Kanasi, a non-Austronesian language in the Indo-Pacific family of the Daga branch and spoken in Papua New Guinea, includes analysis of noun phrases (numerals and descriptive modifiers, genitive constructions, and adpositions); verbs (affixes; tense, aspect, and moods; and causation); predicate nominals; existential, locational, and possessive sentences; verbal clauses (basic constituent orders, coding grammatical relations, negation, and questions); and relative clauses. It is concluded that Kanasi is consistent in most respects with expectations for the SOV word-order language type, and inconsistent only in its post-nominal positioning of the relative clause, which is rare in Kanasi discourse. (MSE)

ED 274 165 FL 016 003

Shen, Xiao-nan

Correlation between Question Intonation and Focus of Interrogation--Evidence from French Dislocated Questions.

PUB DATE- May 86
NOTE- 10p.; Paper presented at the Joint Meeting of the Pacific Northwest Council on Foreign Languages. (Vancouver, British Columbia, May 9-10, 1986). The study was funded by a Regent Travelling Fellowship, University of California, Berkeley.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *French; *Intonation; *Sentence Structure; Structural Analysis (Linguistics)
IDENTIFIERS- *Questions

This study explores the relationship between question intonation patterns in French using dislocated questions and question-focus (Q- focus). A dislocated question is defined as an interrogative sentence whose sequence is interrupted by the topicalization of a constituent at the left ("Toi, tu viens?"), at the right (Tu viens, toi?"), or in the middle as a parenthetical insertion ("Ta mere, je pense, va bientot revenir?"). A phonetic experiment indicated that when Q-focus shifts to the left, Q-intonation shifts to the left as well; moreover, when a subject or object of an interrogative is topicalized (e.g. "tu" becomes "toi") and not found in sentence final position, it has a falling intonation. A perception experiment identified the modality of truncated sentences and determined that the intonation patterns of these sentence parts do not carry Q-focus, nor do they express a question. The tests show that the part of the question that bears Q-focus always has rising intonation, despite its position in the sentence. Parenthetical insertions never carry interrogative intonation. (TR)

ED 274 255 HE 019 695

Guaranteed Student Loans: Guidelines for Reducing Guaranty Agency Reserves. Briefing Report to the Chairman, Subcommittee on Postsecondary Education, Committee on Education and Labor, House of Representatives.

Comptroller General of the U.S., Washington, D.C.

REPORT NO.- GAO-HRD-86-129BR
PUB DATE- Aug 86
NOTE- 52p.
AVAILABLE FROM- U.S. General Accounting Office, Post Office Box 6015, Gaithersburg, MD 20877 (first 5 copies free; additional copies $2.00 each; 25% discount for 100 or more copies mailed to a single address).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Credit (Finance); *Financial Policy; *Guidelines; Higher Education; *Money Management; *Public Policy; *Student Loan Programs
IDENTIFIERS- Guaranteed Student Loan Program; *Guaranty Agencies

Guidelines for determining the maximum amount of cash reserves needed by agencies guaranteeing loans under the Guaranteed Student Loan Program are offered to the U.S. House of Representatives by the U.S. General Accounting Office. The effect of the guidelines if implemented in fiscal year (FY) 1986 are estimated. The analysis was based on data on guaranty agencies' sources and uses of funds for FYs 1982-1985, as well as review of recent studies and meetings with Department of Education and guaranty agency officials. This information was used to develop a methodology for setting reserve levels and to analyze the potential effect of alternative reserve guidelines on agency reserves. It is suggested that guidelines should set separate reserve levels for each agency, taking into account the agency's potential to experience negative cash flow, which is largely determined by the value of its outstanding loan guarantee commitments and its single expense--claims paid to lenders. It is concluded that agency reserve limits could be set large enough to accommodate cash flow problems experienced in recent years, while not so large as to allow the accumulation of unnecessarily large reserves. Appendices include a list of guaranty agencies by state and information on the research methodology. (SW)

ED 274 324 IR 012 304

Bates, A. W.
Research into the Use of Advanced Technology in Education: Future Requirements. Paper on Information Technology, No. 244.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- Sep 85
NOTE- 24p.; Paper presented at the Colloque Recherche en Education: L'Avenir du Systeme Educatif Francais, Axes de Recherches (Paris, France, September 23-24, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Cost Effectiveness; *Educational Technology; Financial Support; *Futures (of Society); Research Design; *Research Needs; Research Reports; *Teaching Methods; Technological Advancement

This paper argues that there will be greater use of independent learning and distance education in the future combined with increased use of technology due to the demand for continuing adult education and new methods of teaching. Research into new technology in education will become a priority as the use of technology will require large-scale investments. Research should be aimed at identifying appropriate teaching roles for different technologies; how media differ from one another in the way they present, represent, and organize knowledge; and how this relates to cognitive learning processes. Research will also be required in the methodology of cost-analysis to enable institutions to identify the nature of costs in using technologies and to compare differences between media within the same system. Major changes will be required in the organization of teaching and administration, and research is needed to resolve questions about the best way to organize teaching when using the new technologies. Essentially, there will be a need for new approaches to research and for adequate, independent funding. (DJR)

ED 274 367 IR 051 658

Newman, Joan A.
The KNOW-NET Dissemination Project (Knowledge Network of Washington). Final Report.
Washington Office of the State Superintendent of Public Instruction, Olympia. KNOW-NET Dissemination Project.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 10 Oct 85

NOTE- 54p.; For two handbooks produced by this project, see ED 237 114 and ED 254 242.
GRANT- NIE-G-80-0021
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Clearinghouses; Coordinators; Educational Cooperation; *Educational Research; Elementary Secondary Education; *Equal Education; Financial Support; *Information Dissemination; Information Services; *Instructional Improvement; Linking Agents; Online Searching; Program Effectiveness; State Programs; *User Satisfaction (Information)
IDENTIFIERS- *Knowledge Network of Washington; *State Capacity Building Program

The Knowledge Network of Washington (KNOW-NET) Dissemination Project in Washington State from 1980 to 1985 is described prior to and following funding by the National Institute of Education. As a state capacity building project, KNOW-NET had five major components: (1) coordination/leadership; (2) building information resources; (3) building linkages; (4) treating equity issues; and (5) collaborative relationships. The number of clients increased over each of the 5 years, and client satisfaction reactions were consistent at 80% to 85%. Problems included the inability to provide clients with full documents and the need to provide continuing assistance in evaluating and applying information obtained. Project staff concluded that teachers and administrators will seek and use research information in their school improvement projects when it is known to be accessible and assistance is provided with follow-up results. Following the termination of federal funds, the state legislature is looked to for continuation of information services to schools. Four appendices provide a list of selected uses of KNOW-NET research and development information by agency staff, a summary of numerical data from impact reports, a tally of satisfaction surveys, and the text of the Educational Information Clearinghouse bill which has been approved by the Senate of the State of Washington, but had not been passed by the House at the end of the 1985 session. (KM)

ED 274 395 JC 860 517

Lindeman, Lynn W.; Schwartz, Martin F.

Community College Leadership in Developing World Trade Opportunities for Local Business and Industry.

PUB DATE- 18 Oct 86
NOTE- 24p.; Paper presented at the Joint Conference of the National Council for Occupational Education and the Association of Community College Trustees (San Diego, CA, October 15-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Education; College Role; Community Colleges; Cooperative Programs; Economic Development; Exports; *International Trade; *School Business Relationship; *School Community Relationship; Two Year Colleges; Vocational Education

A community college can benefit its students, community, and nation by helping local businesses develop their world trade potential. Most community colleges have the expertise, resources, and capability to help local businesses benefit from these export opportunities. Rockland Community College (RCC) in New York, for example, has designed and implemented a number of programs to serve the special needs of its community, including training in management, accounting, marketing, travel and tourism, office technology, data processing, retailing, and advertising. These programs have been offered as pre-career programs, on-the-job supplementary training, customized training for local businesses, and cooperative efforts. Regular contacts with local groups such as the Private Industry Council and Industrial Developmental Association have suggested many programs for the college curriculum, including a program of study in international business; and resulted in the establishment of a non-profit membership organization to promote international trade and provide assistance to firms dealing with international trade. RCC trustees, administrators, and faculty have played vital roles in providing leadership to local businesses to help develop their export potential. Trustees participate by clarifying the institution's mission, moving the college toward greater community responsiveness, ensuring adequate funding, and communicating with the community. Faculty and administrators can participate by serving international students, giving the curriculum a global perspective, offering foreign languages and making them relevant, sponsoring co-curricular activities and faculty exchanges, promoting study abroad, and providing public forums on international topics. (EJV)

ED 274 409 JC 860 543

Hollins, Carol S.; Smith, Myra Goodman
Progress Report to High School Counselors: Grade Distribution for Fall Quarter Students Enrolled at John Tyler Community College Who Completed High School in the Spring 1985.
John Tyler Community Coll., Chester, VA. Office of Institutional Research.
PUB DATE- Apr 86
NOTE- 61p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; College Programs; Community Colleges; Courses; Educational Trends; *Grades (Scholastic); High Schools; Remedial Instruction; *Student Characteristics; Two Year Colleges; *Two Year College Students

Grade distributions were determined for 188 students enrolled at John Tyler Community College (JTCC) in fall 1985, who completed high school in spring 1985. Analyses, which focused on high school attended, courses for which grades were recorded, and status and curriculum of the students, revealed the following: (1) over one-half of all grades received were passing, representing a slight improvement over the grades of first-time students in 1984; (2) almost one-fourth of the grades were recorded in developmental English, reading, and mathematics; (3) of the first-time students enrolled in developmental courses, 50% were given satisfactory ratings, 41% were designated to re-enroll to complete course requirements, 5% received unsatisfactory ratings, and 3% withdrew from developmental classes; (4) the largest number of failing grades were recorded in business administration, accounting, data processing, English, and secretarial science; and (5) 100% passing grades were recorded in air conditioning, architecture, arts, electronics, engineering, French, funeral services, German, natural sciences, Spanish, and word processing. Data are presented by high school of attendance. (EJV)

ED 274 424 PS 016 028

Tudge, Jonathan
Collaboration, Conflict, and Cognitive Development: The Efficacy of Joint Problem Solving.
PUB DATE- 18 Apr 86
NOTE- 15p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (New York, NY, April 18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Cognitive Development; *Conflict; *Conservation (Concept); *Cooperation; Developmental Stages; *Elementary School Students; *Kindergarten Children; Piagetian Theory; Pretests Posttests; Primary Education; Sex Differences
IDENTIFIERS- Dyadic Consensus

A study was made to assess the extent to which social interaction is beneficial to cognitive development. A total of 154 boys and girls, 5 through 9 years of age, initially participated individually in a conservation-like pretest requiring prediction of the way a beam would tip when different numbers of weights were placed at differing distances from a fulcrum. Seven increasingly sophisticated rules for prediction have reliably been differentiated. On the basis of pretest results, children were assigned to (1) a control group in which children were again tested individually; (2) an "equal rule" group pairing same-age, same-sex, same-class children who had used the same prediction rule on the pretest; or (3) an "unequal rule" group pairing same-age, same-sex, same-class children who had used different prediction rules on the pretest. During treatment, disagreeing subjects resolved their disagreement in discussion. Subjects were individually post-tested twice and improvement in rule use was recorded. Findings indicated that interaction with a partner was not conducive to cognitive development. No significant improvement was found when equal rule and unequal rule groups were compared. Partners using a lower rule in the unequal rule group were the only children who improved; performance of higher partners worsened. Significant sex, age, and age by sex differences were found, with boys consistently benefitting more than did girls from the process of interaction. (RH)

ED 274 483 RC 015 917

Opening the Doors of Your Community. Pennsylvania Youth in Action. Project 2--Member Guide.

Pennsylvania State Univ., University Park. Dept. of Agricultural and Extension Education.

PUB DATE- 80
NOTE- 41p.; For related documents, see RC 015 915-918.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Activity Units; Citizen Participation; *Community Development; Community Resources; *Community Study; Educational Objectives; Experiential Learning; *Learning Activities; Public Agencies; Secondary Education; Student Research; *Workbooks; Youth Programs
IDENTIFIERS- *4 H Programs; *Pennsylvania

This student workbook is for 12- to 14-year-olds participating in the Pennsylvania 4-H "Opening the Doors of Your Community" project which is designed to involve youth in improving the quality of community life, learning about the role and functions of local government, understanding public issues, becoming involved in the process of community decision making, and participating in community projects. An introductory section explains the project which requires participants to plan activities involving 6 of 12 possible community agencies (police, fire, sanitation, utilities, communications, recreation, health, spiritual, education, business, chamber of commerce, borough hall or township office). The next section outlines specific activities to be completed about each of the community agencies. Activities range from visiting a court in session, observing fire fighting equipment, interviewing the director of garbage and sewage disposal, finding the source of domestic water supply, touring the local radio station, and discussing how a doctor's office functions to listing community churches, attending a school board meeting, classifying the purpose of local businesses, discovering how the chamber of commerce is financed, listing community recreational facilities, and learning how the mayor is selected. The remainder of the workbook provides questions and space for participants to record answers about each activity completed. (NEC)

ED 274 497 RC 015 945

Kennedy, Rob; Barker, Bruce O.

Rural School Superintendents: A National Study of Perspectives of School Board Presidents.

PUB DATE- 12 Oct 86
NOTE- 15p.; Paper presented at the Annual Conference of the Rural Education Association (78th, Little Rock, AR, October 12, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Characteristics; *Administrator Qualifications; *Administrator Selection; *Boards of Education; Educational Finance; Elementary Secondary Education; Job Skills; Leadership Qualities; National Surveys; Opinions; Questionnaires; Rural Education; *Rural Schools; School Administration; School Community Relationship; *Small Schools; *Superintendents; Teacher Recruitment

Questionnaires were mailed in 1986 to school board presidents in small rural districts across the United States in order to identify the characteristics of successful rural school superintendents and the qualities that rural school boards look for when hiring a superintendent. There were 93 usable responses from 28 states. Analysis of the responses showed that the major challenges confronting superintendents in small rural districts were those of securing adequate school funding and improving school curriculum. Of somewhat lesser concern were securing and retaining teachers and improving student academic achievement. School consolidation did not appear to be a major issue. The school board presidents felt that superintendents should be able to communicate well and work well with staff, students, parents, and other community members. The ability to deal with school budgets, secure funds, and coordinate educational functions was also considered important. Honesty, integrity, good moral character, and a good personality were listed fairly frequently as important characteristics for a school superintendent. Interest and ability to live and work in a small community were also felt to contribute to a superintendent's effectiveness. (JHZ)

ED 274 195 FL 016 063

Rado, Marta; Foster, Lois

The Language Environment of Children with a Non-English Speaking Background.

PUB DATE- May 86
NOTE- 22p.; Paper presented at the Ethnicity and Multiculturalism National Research Conference (Melbourne, Australia, May 14-16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *English (Second Language); *Family Life; Foreign Countries; *Interlanguage; Language Proficiency; *Language Role; *Limited English Speaking; *Parent Child Relationship; Primary Education; Young Children

A study comparing some grammatical and discourse features of the language of native-English-speaking and non-native-English-speaking parents of primary school children found that those children whose parents address them in interlanguage of English, frequently the case when the parent has not achieved native fluency, often need to repair the language of their parents in various ways in order to make it intelligible. Features examined include alternation between native language and interlanguage English, number of words used in utterances, fillers, routine utterances, connectives, error patterns, message restoration, and omissions. Social, linguistic, and educational implications are discussed. (MSE)

ED 274 283 HE 019 723

Inventory of Academic Programs. Volume Three. Public Junior and Community Colleges, Regional Technical Institute. A Planning Document of the Alabama Commission on Higher Education.

Alabama State Commission on Higher Education, Montgomery.

PUB DATE- Aug 86
NOTE- 189p.; For related documents, see HE 019 721-725.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classification; *College Programs; *Community Colleges; *Credit Courses; Degrees (Academic); Educational Certificates; Higher Education; *Public Colleges; Technical Institutes; *Two Year Colleges
IDENTIFIERS- *Alabama

An inventory of academic programs offered for credit and learning to an academic award offered by Alabama's public junior and community colleges and by the Regional Technical Institute as of June 1, 1985, is presented. For each college and program, charts indicate program titles, levels of degrees offered, and accreditation status. Included are summary charts of degrees offered by program, i.e., the number of programs at each institution by level (certificate, associate). A list of accrediting organizations as well as abbreviations of degree programs are appended. All programs are classified in accord with the National Center for Education Statistics' "A Classification of Instructional Programs." The public junior and community colleges include: Alexander State Junior College, Brewer State Junior College, Chattahoochee Valley Community College, Jefferson Davis State Junior College, Enterprise State Junior College, Faulkner State Junior College, Gadsden State Junior College, Patrick Henry State Junior College, Jefferson State Junior College, Northeast Alabama State Junior College, Northwest Alabama State Junior College, Shelton State Community College, Snead State Junior College, Southern Union State Junior College, L. B. Wallace Junior College, Calhoun State Community College, Lawson State Community College, and Wallace State Community Colleges at Dothan, Hanceville, and Selma. (SW)

ED 274 338 IR 012 329

Ryan, William C., Ed.
Proceedings of NECC '86, the National Educational Computing Conference (7th, San Diego, California, June 4-6, 1986).
REPORT NO.- ISBN-0-924667-35-4
PUB DATE- Jun 86
NOTE- 379p.
AVAILABLE FROM- International Council on Computers in Education, University of Oregon, 1787 Agate Street, Eugene, OR 97403-1923.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Authoring Aids (Programing); *Computer Assisted Instruction; Computer Literacy; Computer Science Education; Critical Thinking; Elementary Secondary Education; Higher Education; *Intellectual Disciplines; *Microcomputers; Programing Languages; School Surveys; Special Education; Teacher Education; *Teaching Methods; Videodisks; Vocational Education

The 150 papers and 28 panel discussion reports in this collection focus on innovations, trends, and research in the use of computers in a variety of educational settings. Topics discussed include: computer centers and laboratories; use of computer at various levels from K-12 through the university, including inservice teacher training; use of computers in specific subject areas, e.g., writing, mathematics, science, humanities, history, social science, language/fine arts, composition, and design; computer software, programing languages, and student feedback; the state of California computer program; industrial training and business education; computer science education; computers in special areas, e.g., special education, technology, vocational education, and music; computer literacy; ways of using computers for teaching, including word processing, tutoring, and computer assisted instruction; ways of using computers to teach problem-solving and high-level thinking skills; computer uses at home and in school; use of videodisc and interactive video; findings of a national survey on computer use in schools; authoring systems and legal issues in software development; curriculum database development; computers and educational ethics, equity, political, and socioeconomic issues; marketing user services; teacher certification requirements; computer education graduate degree programs; hard copy and online resources for educators; and policy guidelines for planning, implementing, and evaluating computer programs. (DJR)

Online Information. Selected Databases at the New York State Library.
New York State Library, Albany. Database Services.
PUB DATE- 86
NOTE- 33p.; For the 1984 New York State Library Data Base User's Manual, see ED 257 455.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Bibliographic Utilities; *Databases; *Information Services; Information Sources; Library Services; *Online Searching; State Libraries
IDENTIFIERS- New York; *New York State Library

This brochure describes the online information services at the New York State Library, which has online access to over 250 databases covering a broad range of subject areas, including current events, law, science, medicine, public affairs, grants, business, computer technology, education, social welfare, and humanities. Many of these databases are online equivalents of well-known printed indexes and abstracts, such as ERIC and Dissertation Abstracts; others, like Robotics Information Database and ABI/INFORM, are accessible only online. This brochure covers the advantages of online searches, explains how to submit a search request, and provides a sample DIALOG printout. The 89 most frequently used databases are listed according to subject category and briefly described. An alphabetical listing of these databases is provided in the index. (KM)

ED 274 439 PS 016 059

Murphy, Irene T.
Early Learning: A Guide to Develop Catholic Preschool Programs.
National Catholic Educational Association, Washington, D.C.
PUB DATE- 86
NOTE- 47p.; Photographs may not reproduce clearly.
AVAILABLE FROM- NCEA Publication Sales, Suite 100, 1077 30th Street, NW, Washington, DC 20007-3852 ($4.75 for members; $6.35 for non-members)
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Catholic Schools; *Educational Objectives; *Kindergarten; *Learning Activities; *Preschool Curriculum; Preschool Education; Program Descriptions; Religious Education; *Values Education

This publication briefly presents the elements of preschool education that are key within a Catholic setting. Chapter I briefly discusses aspects of the influence of values education on childrens' emotional experience. Chapter II, describes, also briefly, aspects of a Catholic pre-kindergarten program, including the young children as well as administrative concerns such as age of entrance, length of day, class size and facilities, staff, and materials. Chapter III provides an overview of the pre-kindergarten curriculum. Specific attention is given to general preparatory activities and religion, language arts, mathematics, and science. Chapter IV describes the kindergarten program in terms of its purposes, young children, learning, the kindergarten teacher, parent-teacher relationships, administrative concerns, and the daily schedule. Chapter V focuses on the kindergarten curriculum. Religious education, language arts, mathematics, science, social studies, and the arts are described. A few illustrative learning activities are appended. (RH)

ED 274 454 PS 016 078

Towards Universalization of Primary Education in Asia and the Pacific: Country Studies--Philippines.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 84
NOTE- 85p.; In: "Towards Universalization of Primary Education in Asia and the Pacific: Country Studies"; see PS 016 069.
AVAILABLE FROM- UNIPUB, 10033/F, Martin Luther King Jr. Highway, Lanham, MD 20706-4391 (Complete volume $52.50 in U.S. funds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administration; Educational Finance; Educational History; *Educational Improvement; Educational Legislation; *Educational Policy; *Elementary Education; Elementary School Curriculum; Elementary School Teachers; *Equal Education; Foreign Countries; Instructional Materials; Mass Media; Nonformal Education; Program Descriptions; School Organization; Special Education; Textbooks
IDENTIFIERS- *Philippines

This study describes primary education in the Philippines. Focusing on the primary education system, Chapter One discusses the development of primary education, educational legislation, organization of the school system, administration and supervision, teaching staff, curriculum, textbooks and instructional materials, mass media and educational technology, financing primary education, school buildings, and the role of local communities in primary education. Chapter Two describes progress toward the universalization of primary education. Discussion focuses on primary education in the last decade, school administration, geographical distribution of primary education facilities, retention of primary students, teacher supply and demand, school supervision, primary education for special populations, and non-formal education. Concerning national policy and plans for universal primary education, Chapter Three focuses on plans to upgrade primary education, providing education to disadvantaged groups, reducing waste, improving the supply of teachers, upgrading instructional materials, providing adequate school facilities, institutional mechanisms to support universalization, staff development, target dates for universalization, and language policy. Chapter Four identifies problems and prospects for the universalization of primary education in the Philippines. (RH)

ED 274 511 SE 047 197

Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources Materials, Supplement 26, 1986.

Ohio State Univ., Columbus, Ohio. Information Reference Center for Science, Mathematics, and Environmental Education.

PUB DATE- Jul 86

NOTE- 162p.; For Supplement 25, see ED 272 395.

AVAILABLE FROM- SMEAC Instructional Resources Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 (U.S. subscription, $12.00; $5.00 each).

LANGUAGE- English

EDRS Price - MF01/PC07 Plus Postage.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Audiovisual Aids; Citizen Participation; Environmental Education; Hazardous Materials; Indexes; Information Dissemination; *Instructional Materials; Pesticides; Postsecondary Education; Sludge; Technology; Waste Disposal; *Waste Water; Water; Water Pollution; *Water Quality; *Water Resources; *Water Treatment

Compiled are abstracts and indexes to selected print and non-print materials related to wastewater treatment and water quality education and instruction, as well as materials related to pesticides, hazardous wastes, and public participation. Sources of abstracted/indexed materials include all levels of governmental, private concerns, and educational institutions. Title, author(s), publication date, cross-references, descriptors, and availability are provided for each entry. Procedures are outlined by which instructors and curriculum developers in the water quality control field can locate instructional materials to meet very general or highly specific requirements of their programs. Also included are an author and subject index. This publication supplements and does not replace "Water Quality Instructional Resources Information System (IRIS): A Compilation of Abstracts to Water Quality and Water Resources" or IRIS Supplements 1-25. (ML)

ED 274 149 FL 015 909

Wimbish, John

The Languages of the Zambales Mountains: A Philippine Lexicostatistic Study.

PUB DATE- 86

NOTE- 11p.; In: Work Papers of the Summer Institute of Linguistics, Volume 30, 1986; see FL 015 901.

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Computer Oriented Programs; *Computer Software; Foreign Countries; Language Research; *Language Typology; Lexicology; *Statistical Analysis; *Structural Analysis (Linguistics); Surveys; Uncommonly Taught Languages; *Vocabulary

IDENTIFIERS- Philippines; Zambales Mountains

A survey gathering word lists from 40 locations in the Zambales Mountains of the Philippines, for statistical comparison, resulted in the definition of six distinct Negrito languages: Abelen, Magganchi, Aberlen, Maggindi, Ambala, and Mabeken. With the use of a computer program, WORDSURV, designed for word list comparison, an Ayta language tree was generated based on shared cognate percentages. The language tree identified the locations of each of the six languages and four trade languages (Sambal, Kapangan, Tagalog, and Ilocano). (MSE)

ED 274 181 FL 016 020

Urzua, Carol
How Do You Evaluate Your Own Elementary Program? Look to Kids.
PUB DATE- Mar 84
NOTE- 15p.; In: On TESOL '84. A Brave New World for TESOL. Selected Papers from the Annual Convention of the Teachers of English to Speakers of Other Languages (18th, Houston, Texas, March 6-11, 1984); see FL 016 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Child Development; *Educational Environment; Elementary Education; *English (Second Language); Evaluation Methods; Interpersonal Communication; *Program Effectiveness; *Program Evaluation; Second Language Instruction; *Teacher Student Relationship

Children are dependent on professionals to find the ways in which the mysteries of interacting and conceptualizing in a new language can be unlocked. Child second language data and evidence concerning children's development suggest ways in which to accomplish that process. An elementary program in English as a second language (ESL) will be effective when the physical and human environments in and out of ESL classes are consistent with these developmental data. Understanding how children view the world and view language and their part in it can teach adults how to facilitate learning for them. Examples of cognitive ,social, linguistic, and physical developmental activities are included. (MSE)

ED 274 212 FL 016 096

Page, Brian
Research and the Teacher of Foreign Languages in Secondary Schools.
PUB DATE- 85
NOTE- 10p.; In: Second Language Learning: Research Problems and Perspectives. Papers from a Conference on Second Language Learning (Birmingham, England, February 24-26); see FL 016 092.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *Instructional Improvement; *Language Research; *Learning Processes; *Research Needs; Secondary Education; Second Language Instruction; *Second Language Learning; *Teacher Attitudes
IDENTIFIERS- Great Britain

This paper describes the complex issues that block the language teacher's progress towards better teaching and learning. The issues are problematic, for they involve political, financial, organizational, and sociological concerns. All teachers need encouragement in the form of central support, improved career prospects, and value attributed to language learning to improve the current low morale in the profession. Research should focus on possible problems in instructional objectives, methods, teacher training, and teaching conditions that would explain the limited accomplishements of the field. Portions of recent British studies concerning language teaching needs make recommendations for testing, especially criterion-referencing, and language learning competence that should be pursued. The priority of research should not be to find an objective truth about language learning but to describe what appears to work in the classroom, so that teachers can examine and change their own behavior. (MSE)

ED 274 269 HE 019 709

Atiyah, Yael, Ed.
Planning and Grants Committee, Council for Higher Education. Annual Report No. 12, Academic Year 1984/85.
Israel Planning and Grants Committee, Jerusalem.
PUB DATE- Nov 85
NOTE- 129p.; Originally published in Hebrew. Translated by the editor.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Role; Annual Reports; Budgets; College Faculty; *College Planning; College Students; Educational Finance; Enrollment Trends; Financial Problems; Financial Support; *Foreign Countries; Government School Relationship; *Higher Education; *Institutional Characteristics; *Resource Allocation; Universities
IDENTIFIERS- *Israel

The 1984-1985 annual report of the Planning and Grants Committee of the Council for Higher Education in Israel is presented. Reports by the Chairman and Director-General note budgetary developments, including increased government allocation to higher education; the imposition of an additional, temporary tuition charge; and the award of new professional academic degrees. The main activities of the Committee and its subcommittees during 1984-1985 are identified, and major developments in the following institutions are summarized: the Hebrew University of Jerusalem; the Technion (Israel Institute of Technology); Tel-Aviv University; Bar-Ilan University; the University of Haifa; Ben-Gurion University of the Negev; the Weizmann Institute of Science; Everyman's (Open) University; Bezalel (the Academy of Arts and Design); the Jerusalem Rubin Academy of Music and Dance; Jerusalem College of Technology;

Shenkar (College of Textile Technology and Fashion); and the regional colleges. Appendices provide information on: academic subjects and new university units; students in universities, 1969-1985; students in nonuniversity institutions of higher education, 1982-1985; university and nonuniversity degree recipients; university and nonuniversity staff; university and nonuniversity budgets; the development budget; research grants; and foreign students. (SW)

ED 274 311 IR 012 288

Maier, John H.
Computer Science Education in the People's Republic of China.
Pacific Telecommunications Council, Honolulu, HI.
PUB DATE- Jun 86
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Achievement; *Automation; *Computers; *Computer Science Education; *Educational Development; Foreign Countries; Higher Education; Libraries; *Management Information Systems; Technological Advancement
IDENTIFIERS- *China

China will suffer into the future from a shortage of computer professionals. With 75% of her population engaged in agriculture, she has only about 100,000 computer professionals, which is less than can be found within a healthy radius of Stanford University. There are 97 "key universities," but only 10 or 15 stand at the top as the nation's best; students in higher education comprise .001% of the total population and .007% of the total student population. Despite a general awareness of the country's pressing needs, China is not moving and changing fast enough to modernize and catch up with advanced countries. Although computer centers independent of the computer science department have been set up at a selected number of universities, all of the terminal work stations are located within the computer center building, which tends to inhibit rapid dissemination of the technology. Critical campus needs include library automation, updated classification coding systems,

and the development and use of a management information system. Until China's academic communities become familiar with and comfortable with online information technology, it will not penetrate to other sectors of China's economy and society. China wants to modernize by the year 2000 to a level of the advanced countries in the 1980s. To begin to catch up or make relative progress, she must move faster than the technology. (DJR)

ED 274 382 JC 860 486

Miles, Curtis; And Others
A Compendium of Up-to-Date Research on Topics Ranging from Software to Program Evaluation. NADE Research Report, Number 3.
National Association for Developmental Education.
PUB DATE- Mar 84
NOTE- 78p.
AVAILABLE FROM- National Association for Developmental Education, P. O. Box 60227, Chicago, IL 60660 ($1.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- *Computer Software Reviews; Consultants; *Courseware; *Developmental Studies Programs; *Evaluation Methods; National Surveys; Postsecondary Education; *Program Evaluation; Questionnaires; Remedial Programs; Research Design; Research Needs; Speeches

This collection of essays focuses on various aspects of research and instruction related to developmental education. The collection includes: (1) "Evaluating Instructional Software for Developmental Education," by Curtis Miles, which includes information on types of microcomputer software, developmental student characteristics, microcomputer capabilities, and the evaluation process, as well as a form for evaluating software; (2) "Guidelines for Making Quality Presentations," by Anna M. Kowalczyk; (3) "Guidelines on Running Conferences," by Valeriana Brown; (4) "Program Evaluation: A Primer," by Darrel Clowes and Belinda Anderson, which begins with basic principles of evaluation, followed by an overview of the steps involved in evaluating developmental activities; (5) "Critical Issues and a Research Agenda for Developmental Education," by Darrel Clowes, which reports on a survey conducted to determine critical issues facing developmental educators; and (6) "Speaker/Consultants in the Field of Developmental Education," a directory compiled by Sr. Mary Pardy. (EJV)

ED 274 470 RC 015 725

Migrant Education Health Program, 1985. Final Report.
Colorado State Dept. of Education, Denver. Compensatory Education Services Unit.; Colorado State Dept. of Health, Denver.
PUB DATE- 85
NOTE- 59p.; For the 1984 report, see ED 252 362.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- American Indians; Anglo Americans; Blacks; Dental Evaluation; Elementary Secondary Education; Financial Support; *Health Education; *Health Needs; Hispanic Americans; *Migrant Children; *Migrant Health Services; Migrant Problems; Migrant Programs; Nutrition; Program Costs; *Summer Programs
IDENTIFIERS- *Colorado

During 1985 the Colorado Migrant Education Program and the Colorado Migrant Health Program provided a comprehensive health program for students enrolled in migrant summer schools. A total of 1,889 migrant children through age 21 (60% between 5 and 10 years of age) received health screening and physical assessment, referral for diagnosis and treatment of identified abnormalities, case management/followup, and preventive and health promotion/maintenance services. Health services were closely coordinated with day-to-day educational activities and involved parents and other family members. The program employed nearly 200 local physicians, dentists, pharmacists, and allied health providers and a seasonal staff of 17 nurses, 20 dental hygienists, 15 nutritionists, 30 dental students or recent graduates, and 6 nursing students organized into multidisciplinary teams and deployed at all 13 migrant education summer school sites. Health education units were incorporated into the migrant school curriculum and all health team members participated in classroom education, discussion groups, staff in-service training, and "family night" presentations. The report provides information on the service population, service providers, health encounters between provider and student, health screening procedures and outcomes, most frequent diagnoses, health education/activities/curriculum, financial resources, and future plans. Comparative statistics by school site are appended. (LFL)

ED 274 526 SE 047 221

DeVito, Alfred; Krockover, Gerald H.
Activities Handbook for Energy Education.
REPORT NO.- ISBN-0-8302-0034-7
PUB DATE- 81
NOTE- 175p.; Photographs may not reproduce well.
AVAILABLE FROM- Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, IL 60025 ($12.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Alternative Energy Sources; Coal; Conservation Education; Depleted Resources; *Elementary School Science; Elementary Secondary Education; *Energy Conservation; *Energy Education; Environmental Education; Fuel Consumption; Fuels; Learning Activities; Natural Resources; Nuclear Energy; *Science Activities; Science Education; *Science Instruction; *Secondary School Science
IDENTIFIERS- *Energy Sources

The purpose of this handbook is to present information about energy and to translate this information into learning activities for children. Chapter 1, "Energy: A Delicate Dilemma," presents activities intended to provide an introduction to energy and energy usage. Chapter 2, "What are the Sources of Energy?" provides background information and activities about energy sources such as solar, wood, coal, steam, oil, radiant, wind, gas, and nuclear. The third chapter, "What Are the Uses of Energy?" presents information and activities related to transportation forms, and household, commercial, and industrial uses of energy. Chapter 4, "How Can We Conserve Energy?" provides a rationale, background information, activities descriptions, and discussions of various kinds of energy choices and conservation options. The final chapter, "What Will Our Energy Future Be Like?" includes descriptions of and activities about tides, geothermal energy, nuclear fusion, wind, ocean thermal energy conversion, fuel cells, hydrogen fuel, solar collecting, solid and organic wastes, oil shale, tar sands and hydropower. The bibliography contains over 100 additional sources of ideas and activities for energy education. (TW)

ED 274 166 FL 016 005

Larson, Penny, Ed.; And Others
On TESOL '84. A Brave New World for TESOL. Selected Papers from the Annual Convention of the Teachers of English to Speakers of Other Languages (18th, Houston, Texas, March 6-11, 1984).
Teachers of English to Speakers of Other Languages.
PUB DATE- Mar 84
NOTE- 342p.; For individual papers, see FL 015 006-030.
AVAILABLE FROM- Teachers of English to Speakers of Other Languages, 1118 22nd St. N.W., Washington, DC 20037 ($13.00).
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Classroom Techniques; Educational Research; Elementary Secondary Education; *English (Second Language); Language Proficiency; *Language Research; *Program Administration; *Program Design; Second Language Instruction; Second Language Learning; Teacher Education; Teaching Methods
IDENTIFIERS- Content Area Teaching

Presented in this volumer are selected convention papers on topics in teaching English as a second language (ESL). Topics include literacy vs. literate skills; ESL development among preschool children in Singapore; language proficiency and comprehension of anaphoric subject pronouns in bilingual and monolingual children; the ESL noise test and cultural differences in affect and performance; affect in the communicative classroom; the development and influence of assimilative motivation; communicative value and information processing in second language acquisition; conditions on interlingual semantic transfer; diary studies and participant observation differences; effective instructional methods; reconciliation of traditional and communicative approaches; a psycholinguistic model of the Chinese ESL reader; ESL curriculum innovation and teachers' attitudes; a functional ESL syllabus in Papua New Guinea; practical applications of the intensive method; evaluating an elementary school program; content area instruction for elementary school ESL students; designing a minicourse for nonnative speakers of English in a chemistry lab course; using computers to teach composition; ESL reading skills instruction; listening activities for small groups; intensive English in traditional academic settings; effective ESL program administration; nonnative teacher preparation; training foreign teaching assistants; and local acceptability in selecting an ESL teaching model. (MSE)

ED 274 228 HE 017 457

Compensation and Benefits Survey of College and University Chief Executive Officers, 1984.

Association of Governing Boards of Universities and Colleges, Washington, D.C.; College and Univ. Personnel Association, Washington, D.C.

SPONS. AGENCY- Ford Foundation, New York, N.Y.

PUB DATE- Jun 84

NOTE- 113p.; Sibson & Company, Inc., provided survey and consulting assistance.

AVAILABLE FROM- College and University Personnel Association, 11 Dupont Circle, Suite 120, Washington, DC 20036.

LANGUAGE- English

EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Administrator Characteristics; Administrator Evaluation; *Administrators; Administrator Selection; *College Administration; Comparative Analysis; *Compensation (Remuneration); Contracts; Employment Practices; *Fringe Benefits; Higher Education; Personnel Policy; Questionnaires; *Salaries; Tenure

IDENTIFIERS- *Chief Executive Officers

Data on salaries and a broad range of benefits provided to college chief executive officers (CEOs) were obtained through the 1984 Compensation and Benefits Survey of College and University Chief Executive Officers. The results will allow governing boards to compare: types and levels of compensation in their institutions with those in similar institutions, total compensation levels provided by colleges, the private sector, and nonprofit organizations, and employment policies and practices of peer institutions. Questionnaires were completed by 1,328 two- and four-year colleges, universities, medical schools, and theological seminaries. Findings include: over two-thirds of the institutions hired CEOs from outside of their institutions/systems; 74% of the CEOs were not tenured; three-quarters of the CEOs surveyed have contractual agreements; and 6% of the CEOs were minorities and 8% were women. Profiles of the participating institutions and the sample of CEOs are provided, along with trend line analyses showing salary levels of CEOs for each type of institution. Data are provided on the use of contracts and performance reviews and the award of tenure for CEOS, as well as various kinds of executive benefits and perquisites. Appended are a list of the participating institutions, the questionnaire, and information on the use of trend lines. (SW)

ED 274 242 HE 019 676

Trends in Enrollment of Transfers to New Jersey Colleges, 1981-1985.

New Jersey State Dept. of Higher Education, Trenton. Office of Research.

PUB DATE- 26 Jul 86
NOTE- 13p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Transfer Students; Community Colleges; *Enrollment Trends; Higher Education; *Private Colleges; *State Colleges; State Surveys; *Student Characteristics
IDENTIFIERS- *New Jersey

Trends in the number of transfer students enrolled in New Jersey four-year institutions in the fall semesters from 1981 to 1985 are examined, along with the extent to which community colleges have contributed to the pool of students who transfer. Also considered are characteristics of students who transferred to state colleges. Overall, the trend is one of declining numbers of incoming transfer students. New Jersey community colleges contributed 44% of the students who entered as transfers in 1981 and 47% in 1985, although the actual number of transfers dwindled during the 5-year period. Additional findings include the following: transfers from New Jersey community colleges were 29% of the total transfers to private institutions in 1981 and 33% in 1985; incoming transfer students are predominantly full-time students (65%); about half of the transfer students enter as freshmen; 13% of incoming transfers were nonwhite; the median age for all incoming transfers to the eight public senior colleges studied was 21 years; slightly more than one-fourth were 25 years old or older at the time of enrollment as transfers; and while 85% of full-time students are 24 years old or younger, 67% of part-time students are 25 years old or older. (SW)

ED 274 298 HE 019 777

Ayers, Jerry B.; Doak, J. Linward
Assistant/Associate Deans in the Administrative Organization of Colleges of Education.
PUB DATE- 86
NOTE- 18p.; The research was sponsored in part by a grant from the State of Tennessee through the Centers of Excellence Program.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrative Organization; *Administrator Responsibility; *Deans; Higher Education; *Interprofessional Relationship; Middle Management; Models; *Power Structure; *Schools of Education

The relationship of assistant/associate deans to deans in the organization structure of colleges of education is examined, and an organizational model that may aid in improving the management of colleges of education is presented. Based on a spring 1983 survey of 265 colleges of education, 73 public and 3 private institutions provided organization charts of their college of education, and 50 institutions provided written job descriptions for assistant/associate deans. The organization charts and job descriptions were analyzed to determine the line staff relationships between deans, assistant/associate deans, and other positions within the colleges of education. It was found that assistant/associate deans are widely used to assist deans in carrying out their leadership roles. Deans have generally retained direct control over the instructional aspects of their college's program. Assistant/associate deans have assumed leadership roles over such support areas as research, student personnel services, and administration of the college of education. It is recommended that consideration be given to an organizational pattern that makes more use of associate deans in line relationships with the dean and department chairs, and that assistant deans and directors (i.e., student teaching) should be in staff relationships to the associate dean. (SW)

ED 274 396 JC 860 518

Alkin, Marvin C.; Freeman, Marie
EOPS Operational Program Review: 1985-86 Annual Report.
Educational Evaluation Associates, Northridge, CA.
SPONS. AGENCY- California Community Colleges, Sacramento. Office of the Chancellor.
PUB DATE- Aug 86
NOTE- 120p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; *Educational Counseling; *Educationally Disadvantaged; Evaluation Methods; *Outreach Programs; *Program Effectiveness; Program Evaluation; Program Improvement; State Surveys
IDENTIFIERS- *California; *Extended Opportunity Programs and Services

Drawing from on-site assessments of the implementation and effectiveness of 30 selected Extended Opportunity Programs and Services (EOPS) programs operating at California community colleges, this report synthesizes information collected between September 1985 and May 1986 through student and faculty/staff surveys, 1,025 detailed interviews with faculty and staff, and 298 interviews with students. First, an executive summary describes the types of services typically provided by EOPS programs in the areas of management, outreach and recruitment, instructional development and services, counseling, transition, special activities, financial aid coordination, and staff development and training. Chapter 1 describes the Operational Program Review (OPR) process used in the study, identifies the main sources of information about the programs under review, and offers a profile of EOPS students who participated in those programs. Chapter 2 presents an overview of the structured, planned activities conducted by the EOPS programs reviewed during the 1985-86 academic year. Finally, chapter 3 addresses the question of how to improve EOPS in the areas of program administration, image/awareness, coordination with college services, program plan, advisory committees, compliance with "over and above" regulations, facilities, outreach/recruitment, instructional development, counseling, transfer and transition activities, special activities, financial aid, and staff development. Specific recommendations are presented for each college reviewed. Appendices include data on EOPS student demographics, educational goals, and high school graduation status for the 1984-85 and 1985-86 populations, and an abbreviated handbook of OPR procedures. (LAL)

ED 274 410 JC 860 544

Hollins, Carol S.; Smith, Myra Goodman

Where Have All the Students Gone? A Study of Student Attrition at John Tyler Community College, Winter 1986 to Spring 1986.

John Tyler Community Coll., Chester, VA. Office of Institutional Research.

PUB DATE- Sep 86
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Community Colleges; Dropout Characteristics; Dropout Rate; Dropout Research; *Dropouts; Followup Studies; Majors (Students); Questionnaires; School Surveys; *Student Attrition; Student College Relationship; Student Educational Objectives; Two Year Colleges; *Two Year College Students; *Withdrawal (Education)

A survey was conducted of students who left John Tyler Community College (JTCC) after one or more quarters of attendance. The purposes of the study were to establish the students' primary goals for enrolling, evaluate whether their goals were achieved, identify the reasons for their withdrawal, ascertain their current activities, and determine whether they planned to return to JTCC in the future. A total of 1,843 students identified as non-returning between winter and spring of 1986 were surveyed. Study findings, based on a 46% response rate, included the following: (1) in relation to their representation in the student population as a whole, a high proportion of part-time students dropped out; (2) male students tended to drop out at a higher rate than females; (3) the percentage of non-returning students by ethnic status and by residence was proportionate to that of the total student enrollment; (4) unclassified students accounted for almost three-fourths of all students who dropped/stopped out; (5) the programs having the largest attrition rate were auto diagnosis, building construction, career studies, data processing, general studies, and welding; and (6) over three-fourths of the non-returning students had earned less than 16 cumulative credit hours. The survey instrument is appended. (EJV)

ED 274 484 RC 015 918

Your Community, Help Develop It! Pennsylvania Youth in Action. Project 3--Member Guide.

Pennsylvania State Univ., University Park. Dept. of Agricultural and Extension Education.

PUB DATE- 80
NOTE- 13p.; For related documents, see RC 015 915-917.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Activity Units; Citizen Participation; *Community Development; *Community Study; Educational Objectives; Experiential Learning; *Learning Activities; Secondary Education; Student Research; *Workbooks; Youth Programs
IDENTIFIERS- *4 H Programs; *Pennsylvania

This student guide is for 15- to 17-year-olds participating in the Pennsylvania 4-H "Your Community, Help Develop It" project which is designed to involve youth in improving the quality of community life, learning about the role and functions of local government, understanding public issues, becoming involved in the process of community decision making, and participating in community projects. The workbook offers definitions of community development, describes trends in citizen participation, and provides guidelines for choosing, designing, and documenting a community development project. Five sections direct participants in identifying what community development is, assessing community needs, surveying resources available through local agencies and community leaders, outlining the steps involved in a community development project, and describing the goals, activities, and outcomes of a community development project. (NEC)

ED 274 498 RC 015 946

Barker, Bruce O.
Technological Innovations Impacting Instruction in Rural and Small Schools.
PUB DATE- 9 Oct 86
NOTE- 16p.; Paper presented before the Organization of Rural Oklahoma Schools (Shawnee, OK, October 9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Networks; Computer Uses in Education; *Curriculum Enrichment; *Distance Education; Educational Television; Elementary Secondary Education; Microcomputers; *Rural Education; Rural Schools; Small Schools; *Teleconferencing; *Telecourses; Videotape Recordings
IDENTIFIERS- Electronic Blackboards; Electronic Chalkboards

Small and rural schools can use the new technologies of distance education to broaden curricular offerings while facing low student enrollments and increased costs. Courses offered via audio teleconferencing permit live teacher/student interaction and often use videotape as well as two-way audio components. Programs from the University of Nebraska-Lincoln, Eastern Montana State University, and the University of Wyoming are examples of audio teleconferencing. Microcomputer linking via regular telephone lines coupled with an audio bridge over separate lines allows a computer terminal to function as an electronic chalkboard between instructor and student and provides audio interaction as well. The Mansfield Pennsylvania-Utah Teleteaching Project and the Delaware-Chenango Schools network are examples of this technology. Interactive television via satellite is one of the fastest growing distance learning technologies, offering one-way video and two-way audio. Current programs include German by Satellite and Physics by Satellite from Oklahoma State University, TI-IN Network in Texas, Utah's Accelerated Learning of Spanish via Satellite Television Project, and the Telecommunications Project at Eastern Washington University. Administrators should consider local needs and budgets, seek staff and community support before purchasing distance education systems, and provide for equipment maintenance. Addresses are given of programs described in the text. (LFL)

ED 274 540 SE 047 237

Schwille, John R.; And Others
State Policy and the Control of Curriculum Decisions: Zones of Tolerance for Teachers in Elementary School Mathematics.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jul 86
NOTE- 52p.
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824-1034 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Policy; *Educational Practices; Educational Research; Elementary Education; *Elementary School Mathematics; *Mathematics Instruction; *Research Tools
IDENTIFIERS- *Mathematics Education Research

In this paper an analytic framework is developed for the examination of state policies that are most likely to influence teachers' content decisions. This framework offers a way of assessing the potential strength of such policies in terms of their prescriptiveness, consistency, authority and power. The framework has been applied to policies relating to elementary school mathematics in seven states: California, Florida, Indiana, Michigan, New York, Ohio, and South Carolina. These states were systematically selected from the population of 50 states; structured interviews were used to obtain as complete documentation on each state as possible. The distinctive characteristics of each state are described, with particular attention to whether the states attempt to exert control directly over teachers or indirectly through responsibilities placed on districts. Then the characteristics of the various types of policy are compared, including policies on instructional objectives and syllabi; student testing; student placement; textbooks; time allocation; and teacher qualifications. In conclusion, the study argues that these similarities and differences among state policies are likely to have important consequences for understanding the decisions that teachers make and the opportunities for students to learn. (Author)

ED 274 196 FL 016 064

Faigin, Sybil Barbara
Basic ESL Literacy from a Freirian Perspective: A Curriculum Unit for Farmworker Education.
PUB DATE- Sep 85
NOTE- 117p.; Major essay for the degree of Master of Education, University of British Columbia. Abbreviated version presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (20th, Anaheim, CA, March 3-8, 1986).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Dissertations/Theses - Master Theses (042) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adult Learning; Agricultural Laborers; Course Organization; *English (Second Language); *Farm Labor; Foreign Countries; Immigrants; Instructional Effectiveness; *Learning Theories; *Literacy Education; Panjabi; *Second Language Instruction; Uncommonly Taught Languages
IDENTIFIERS- *Freire (Paulo)

This paper discusses the development and testing of a literacy unit in basic English as a second language (ESL) for Canadian farmworkers based on the Freirian principles of designing adult education curriculum. The Freirian approach looks at adult learners in the context of their daily reality and uses literacy as a vehicle for the students' personal, social, and political empowerment. Freire's philosophy and its implementation in North America are outlined, particularly in the areas of basic literacy and ESL instruction. Literature on ESL literacy and other areas related to farmworker education and ESL are examined. The curriculum unit, designed for the Canadian Farmworkers Union's literacy campaign, and a trial lesson with some of the unit's materials are described. The unit, using a videotaped drama concerning the rights of Canadian workers, is intended for native speakers of Punjabi, and provides a meaningful context for oral and written language instruction. (MSE)

ED 274 325 IR 012 305

Steinauer, Dennis D.
Security of Personal Computer Systems: A Management Guide.
National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.

REPORT NO.- NBS-SP-500-120
PUB DATE- Jan 85
NOTE- 70p.
AVAILABLE FROM- Superintendent of Documents, U. S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Communications; *Confidential Records; *Microcomputers; *Privacy
IDENTIFIERS- *Computer Security; Office Automation

This report describes management and technical security considerations associated with the use of personal computer systems as well as other microprocessor-based systems designed for use in a general office environment. Its primary objective is to identify and discuss several areas of potential vulnerability and associated protective measures. The issues discussed include: (1) physical and environmental protection; (2) system and data access control; (3) integrity of software and data; (4) backup and contingency planning; (5) auditability; and (6) communications protection. In addition, a general plan of action for the management of personal computer information security is presented. References to additional information, a self-audit checklist, and a guide to security products for personal computers are provided as appendices. (Author/DJR)

Fulton, Tara Lynn
Plain (Well, Not Just Plain) Fun: The Potential for Humor in the Academic Library "One-Shot Lecture."
PUB DATE- Jun 85
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Classroom Environment; *Classroom Techniques; Higher Education; *Humor; Learning Theories; *Library Instruction; *Motivation Techniques; Teacher Behavior

This essay looks at ways in which humor can be used to teach library skills in academic libraries. It discusses both the motivational and pedagogical value of humor as it is discussed in educational literature. Many examples are used to illustrate ways in which these principles can be applied in the library setting, and suggestions for effective integration of humor into the library lecture are offered. (Notes and references are included.) (Author)

ED 274 425 PS 016 032

Maar, Joyce
An Overview of Concepts Concerning the Development of Self-Identity during the First Two Years of Life.
PUB DATE- 86
NOTE- 23p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cognitive Development; Emotional Development; *Infants; Parent Child Relationship; *Personality Development; *Self Concept; Social Development
IDENTIFIERS- *Identity Formation

This paper traces some of the major theories and research findings concerning the development of self-identity during the first two years of life. The discussion begins with some basic assumptions of identity formation, offers an historical perspective with discussion of William James' major aspects of self, and concludes with observations on the importance of the mother/infant attachment and on Erik Erikson's emphasis on the importance of the development of trust during infancy. (RH)

ED 274 512 SE 047 199

Helgeson, Stanley L.
Research in College Science Teaching: Cognitive Levels and Reasoning. ERIC/SMEAC Special Digest No. 1.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85

NOTE- 3p.
CONTRACT- 400-78-0004
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Cognitive Development; *Cognitive Processes; *College Science; Higher Education; *Learning Theories; Piagetian Theory; *Process Education; Science Education; *Science Instruction; Skill Development
IDENTIFIERS- ERIC Digests; *Science Education Research

Selected research studies that explore the assumption that college science students operate at a formal cognitive level are presented in this information digest. Studies are reviewed that relate to the areas of: (1) formal thought (examining the relationship between measured formal thought and that required to understand formal college physical science concepts and also the relationship between formal-operational thought and conceptual difficulties in genetics problem solving); (2) reasoning (discussing the effects of various methods and formats of administering a Piagetian reasoning problem and exploring the hypothesis that formal reasoning is required to balance even simple chemical equations); and (3) integrated process skills (reporting that process skills in the laboratory could significantly improve process skill achievement). (ML)

ED 274 150 FL 015 939

Perrin, Lucita
Confluency for Fluency in the Foreign Language Classroom.
PUB DATE- May 84
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Communication; *Educational Strategies; *Gestalt Therapy; *Psychological Needs; Second Language Instruction; *Student Attitudes; Student Needs; Teacher Behavior; Teacher Student Relationship

This paper examines possible applications of confluent education to the foreign language classroom. The confluent approach creates an opportunity for integration of intrapersonal, interpersonal, and extrapersonal components in the process of learning. Confluent curriculum has been designed in three broad goal categories: to achieve traditional subject matter goals, to achieve nontraditional goals of personal and interpersonal or social development, and to learn process skills that will help students attain their own goals. Each of these requires a separate and distinct usage of confluent learning experiences. The elements promoted in confluent education include responsibility, convergency, divergency, evaluation, connectedness, identity, power, context, and Gestalt. Gestalt theory has provided much of the rationale for confluent education. Activities including emotions are emphasized in the classroom, and are easy to provide by modifying existing exercises and activities and by drawing on student experiences or concerns. Confluent education can be used to ameliorate a variety of educational problems, creating changes in teacher behavior, in relationships between teachers and students, and in specific learning opportunities in the curriculum. (MSE)

ED 274 182 FL 016 021

Levine, Linda New
Content Area Instruction for the Elementary School ESL Student.
PUB DATE- Mar 84
NOTE- 9p.; In: On TESOL '84. A Brave New World for TESOL. Selected Papers from the Annual Convention of the Teachers of English to Speakers of Other Languages (18th, Houston, Texas, March 6-11, 1984); see FL 016 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Cognitive Processes; Content Area Reading; Difficulty Level; Elementary Education; *English (Second Language); *Language Proficiency; Language Usage; Limited English Speaking; Second Language Learning; *Study Skills; Textbooks; *Vocabulary Development
IDENTIFIERS- *Content Area Teaching

It is not enough for students of English as a second language enrolled in English-language elementary school programs to speak English fluently at the conversational level; they must be provided with language and an environment for continuing cognitive development through the application of high-level thinking skills, often without the benefit of good reading skills. The traditional structure of a whole classroom presentation will not meet the needs of ESL students, but must be adjusted to allow for cooperative learning strategies among students. Beginning language learners can be paired with native speakers and may be allowed to substitute nonverbal for verbal responses. Classroom peers can help intermediate language learners by simplifying or clarifying information presented to them. Vocabulary activities requiring active listening and using repetition of new input are most effective. Study skills, crucial to the second language learner who must learn content through a language-dependent medium such as textbooks, can be taught by providing students with the structure needed to organize new information in a learnable framework, such as previewing content and providing outlines containing empty cells for completion during a class presentation. Textbooks and related exercises can be adapted and explicated in a variety of ways to make them more accessible to the language learner. (MSE)

ED 274 213 FL 016 097

Wilkins, David
Communication Processes: What Do Second Language Learners Need to Be Able to Do?
PUB DATE- 85
NOTE- 9p.; In: Second Language Learning: Research Problems and Perspectives. Papers from a Conference on Second Language Learning (Birmingham, England, February 24-26, 1984); see FL 016 092.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Communication Skills; *Language Research; *Learning Processes; *Research Needs; *Second Language Learning

Large gaps exist in our knowledge of the process of communication, and the second language teaching profession should focus on closing the gaps in understanding that are significant for the second-language user. Major issues requiring further empirical or other investigation include: the current levels of communicative skills among second- and foreign-language learners, and ways of measuring them; determining interim communication skill levels for language learners; creating latent communicative competence in individuals; facilitating communicative behavior, for example by the acquisition of a much larger vocabulary than is now felt necesaary; the relative impact on the individual's communication skills of different communicative deficiencies; the choice of learning activities for developing desired communication skills; the advisability of teaching skills to bypass rather than overcome communicative deficiencies; the advisability of focusing students' attention on higher-level communication skills and giving less attention to lower-level skills; the need for training students in inferential skills; and implications for the role and professionalism of the teacher drawn from our understanding of the communication process. (MSE)

ED 274 256 HE 019 696

Beach, Johnston
Teaching Psychology at the United States Military Academy.

PUB DATE- Aug 86
NOTE- 10p.; Paper presented at the Annual Convention of the American Psychological Association (94th, Washington, DC, August 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Armed Forces; College Faculty; *College Instruction; College Programs; Departments; *Faculty Development; Higher Education; Leadership; *Mentors; *Military Schools; *Officer Personnel; *Psychology; Teacher Workshops
IDENTIFIERS- *Military Academy (West Point) NY

Psychology instruction through the Department of Behavioral Sciences and Leadership at the U.S. Military Academy, West Point, is described, along with faculty development and teaching philosophy. Courses offered by the department are part of an integrated curriculum in the behavioral sciences, with the central focus being leadership development. The department's primary mission is academic in nature. Officers assigned to the department see themselves as much professional educators, as they do Army officers. Courses are designed and instructors are trained in accordance with the Systematic Design of Instruction procedures, which are based on clear statements of what the student is expected to do, on the student's having an active role in learning, and on the student's being evaluated against a standard and not against each other. To train Army officers to be effective college faculty, they undertake a 2-year graduate school experience, a faculty development workshop (FDW), and a continuing network of mentors. Graduate education is designed to establish subject matter expertise. The main activities of the FDW involve developing, revising, and practicing the instructional strategies used to help cadets achieve course goals. Typically, officers enter the department and are assigned to a committee and a specific sponsor. Each semester the faculty member progresses through different responsibilities and mentoring relationships. (SW)

Inventory of Academic Programs. Volume Four. Public Technical Colleges. A Planning Document of the Alabama Commission on Higher Education.

Alabama State Commission on Higher Education, Montgomery.

PUB DATE- Aug 86
NOTE- 157p.; For related documents, see HE 019 721-725.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); Associate Degrees; Classification; *College Programs; *Credit Courses; Educational Certificates; Higher Education; *Public Colleges; *Technical Institutes
IDENTIFIERS- *Alabama

An inventory of academic programs offered for credit and leading to an academic award offered by Alabama's public technical colleges as of June 1, 1985, is presented. For each college and program, charts indicate program titles, levels of degrees offered, and accreditation status. Included are summary charts of degrees offered by program, i.e., the number of programs at each institution by level (certificate, diploma, associate). A list of accrediting organizations as well as abbreviations of degree programs are appended. All programs are classified in accord with the National Center for Educaton Statistics' "A Classification of Instructional Programs." The public technical colleges include: Alabama Aviation, Alabama Technical, Atmore State Technical, Ayers State Technical, Bessemer State Technical, Carver State Technical, Drake State Technical, Fredd State Technical, Gadsden State Technical, Hobson State Technical, Ingram State Technical, MacArthur State Technical, Muscle Shoals Technical, Northwest Alabama State Technical, Nunnelley State Technical, Opelika State Technical, Patterson State Technical, Reid State Technical, Southwest State Technical, Sparks State Technical, and Trenholm State Technical. (SW)

ED 274 339 IR 012 331

Resource Materials Used in Distance Teaching by Higher Education Institutions.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 84
NOTE- 49p.; A product of the Regional Cooperative Programme in Higher Education for Development.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Audiotape Cassettes; Computer Managed Instruction; *Correspondence Study; *Curriculum Development; *Developing Nations; *Distance Education; Filmstrips; Higher Education; *Instructional Materials; *Media Selection; Study Guides; Tutorial Programs; Units of Study; Videodisks; Videotape Cassettes

Intended for use by institutions in developing countries as a source of information for locating available resources on which to draw for training and planning activities in distance education, this directory provides information on the types of instructional materials that are being used by 34 institutions of higher education in Australia, India, Pakistan, New Zealand, Sri Lanka, and Thailand. The information was compiled through the use of proformas sent to a number of institutions in 11 countries. The institutions that responded are listed by country in alphabetical order and the instructional materials are listed together with the appropriate subjects or courses of study. Instructional media most commonly used are printed correspondence, audiocassette tapes, and videocassettes, but some of the programs also use telephone tutorials, study guides, filmstrips, computer managed instruction or videodisc. Information on instructional materials includes the language(s) they are available in; the person to contact for further information; and, in some cases, the prices of materials and suitability of courses for other institutions. The proforma that was used to collect the information is appended. (DJR)

Wright, H. Curtis
Librarianship and the Cultural Environment.
PUB DATE- Oct 85

NOTE- 16p.; Paper presented at the National Conference of the Society of Educators and Scholars (10th, Teaneck, NJ, October 4-5, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Epistemology; Librarians; Library Education; *Library Science; *Semiotics; Symbolic Language
IDENTIFIERS- Popper (Karl)

Librarianship is the management of knowledge, not the management of nature, i.e., it is controlled by ideas, not by phenomena. The man/document interface provides a key for creating the philosophy of librarianship and a clue to the intellectual nature of the library profession. Because librarianship occurs whenever ideas are reused, librarians must refer to the mind-body problem to learn how ideas are created, used, expressed, communicated, stored, and retrieved by human beings. One approach is to use Karl Popper's three-world philosophy, which sorts the whole of reality into three distinct and logically separate worlds: World 1, which includes everything physical; World 2, which includes everything nonphysical and subjective; and World 3, which includes everything nonphysical and objective. Identifying the basic components of librarianship with Popper's three worlds reveals that knowledge must be communicated by using the physical resources of World 1 as symbols which refer the mind to ideas in Worlds 2 and 3. The symbolic interaction of physical symbols with ideative referents provides the mind's only means of access to the private knowledge of other minds or to cultural knowledge. With this understanding, librarians ideally will work with the formal abstractions of knowledge through an instrumental physics of expression as intellectual cartographers whose function is to map the human cultural environment. Twenty-four endnotes and two diagrams--one depicting librarianship as a field of study and as a professional activity, and the other depicting the three worlds of Karl Popper--are included. (KM)

ED 274 383 JC 860 487

Mills, Johnnie Ruth; Simpson, Neal
Cross-Cultural Conflict in Higher Education. NADE Research Report, Number 4.
National Association for Developmental Education.
PUB DATE- 86
NOTE- 85p.
AVAILABLE FROM- National Association for Developmental Education, P. O. Box 60227, Chicago, IL 60660 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143) Opinions/Personal Viewpoints/Position Papers/Essays (120) Collected Works - Serials (022)
DESCRIPTORS- Cognitive Style; *Cross Cultural Training; *Cultural Awareness; *Cultural Influences; *Culture Conflict; Educational Development; Educational Needs; Ethnic Groups; Ethnic Relations; *Intercultural Communication; Postsecondary Education; Teacher Student Relationship

Drawing from a recent research report, highlights of previous research, expert opinion, and practical experience, this report seeks to create in teachers, administrators, counselors, tutors, and other learning resource personnel an awareness of the influences of culture on them and their students. Part I takes a preliminary look at the culture conflict problem, examining "what we think we know," the concept of cultural baggage, the need for an expanded vision of culture, and the perspective of the victim of culture conflict. Part II examines the particular aspects of culture conflict, including its emerging patterns, educational values, educator participation, student teacher communication, the teaching/learning process, and ethnicity and race. Part III considers ways of dismantling the culture conflict problem, addressing the cognitive/affective needs of learners and educators, the hidden agenda of personal values, culture-bound factors of communication, cultural diversity and learning behavior, the learning environment, instruction, and institutional approaches and practices. Cultural adaptation and accomodation are the focus of part IV, which includes recommendations for affecting change, staff development, research programs, and practical ideas. Finally, part V lists significant points that participating students and educators suggested for future scrutiny. (EJV)

ED 274 440 PS 016 060

Montz, Lesteen Tina Richardson
Academic Achievement among Early Entry Students.
PUB DATE- 85
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Academic Achievement; *Age Differences; *Elementary School Students; Grade 3; Grade Repetition; *Kindergarten; Literature Reviews; Primary Education; *School Entrance Age

This paper (1) reviews the literature on the relationship between entrance age into kindergarten and academic achievement and (2) reports a study of the effect of entrance age on school success. Some experts say that age alone is the best indicator of success. Others say that chronological age, mental age, intelligence quotient, readiness, emotional and social adjustment, or combinations of these factors are the indicators of success. A few experts say that age is not an indicator of success at all because each child can succeed if the school program meets individual needs. To explore these issues, an investigation compared the academic achievement at the third grade level of 20 early and 20 late entry kindergarten children. A statistically significant difference in achievement was found, with the late entry students scoring significantly higher on the Iowa Test of Basic Skills than did those who entered kindergarten early. In addition, findings revealed that 61 percent of the students who were retained in elementary or placed in modified primary classes were within the early entry group at the time of admission to kindergarten. (Author/RH)

ED 274 243 HE 019 677

Analysis of the State University's Criteria for Approving Permanent Upper-Division and Graduate Off-Campus Centers. A Report to the Governor and Legislature in Response to Senate Bills 785, 1060, and 1103 (1985). Commission Report 86-19.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Jun 86
NOTE- 29p.
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, 3rd Floor, Sacramento, CA 98514.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Campus Planning; *Evaluation Criteria; *Graduate Study; Guidelines; Multicampus Colleges; Needs Assessment; *Off Campus Facilities; Postsecondary Education; *State Universities; Statewide Planning; *Upper Division Colleges
IDENTIFIERS- *California State University

Eleven criteria that must be met prior to establishing permanent state-owned facilities for upper-division/graduate off-campus instruction through the California State University were assessed. The 11 criteria, which were developed by the trustees, were evaluated by the California Postsecondary Education Commission within the context of the Commission's own criteria. The criteria concern: probationary operation, impact on other colleges, minimum enrollment, considerations of alternatives, cost-benefit analysis, an academic master plan, the ratio of full- to part-time staffing, state general fund support, academic resources of the sponsoring campus, involvement of other campuses, and community support. With two exceptions, it is concluded that the criteria approved by the trustees provide an effective framework for the evaluation of permanent off-campus centers. When combined with the Commission's criteria, important aspects of a proposal will likely be adequately reviewed. The Commission's criteria are explained in the appended report "Guidelines and Procedures for Review of New Campuses and Off-Campus Centers." Also appended is a "Status Report on Studies Concerning Establishment of Permanent Off-Campus Centers in Contra Costa, Ventura, and Northern San Diego Counties." The texts of State Senate Bills 785, 1060, and 1103 are included. (SW)

ED 274 270 HE 019 710

Tetlow, William L.
Decision Support Systems Project. Design Review Conference, October 14-15, 1984. Summary Report of Findings.
National Center for Higher Education Management Systems, Boulder, Colo.

PUB DATE- 30 Nov 84
NOTE- 14p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Planning; *Computer Oriented Programs; Computer Software; Conferences; *Decision Making; Higher Education; *Management Information Systems; *Microcomputers; Technology Transfer
IDENTIFIERS- *Decision Support Systems; National Center for Higher Educ Management Systems; Spreadsheets

Findings of a conference that reviewed and evaluated design decisions concerning the Decision Support System (DSS) Demonstrator are summarized. The DSS Demonstrator was designed by the National Center for Higher Education Management Systems as an example of the way in which microcomputer technology can support and make more effective planning and management activities in higher education. The Demonstrator can promote understanding of spreadsheet concepts and applications, data organization and linkages, data format and screen design, and the potential for effective management reporting. The target audience was senior officials and executives responsible for planning and management activities; a secondary audience was those who teach about the use of microcomputers and about software tools like LOTUS 1-2-3. Attention is directed to the following design considerations: primary purpose of the DSS Demonstrator, guiding philosophy, scope (applications), target audience, skill level, technical features of the software, standards, impact (i.e., knowledge of basic concepts and translating from an application of low interest to one of high interest); and the utility of the DSS Demonstrator (immediate usage of applications, expanding current templates, and learning aid). A list of conference participants is included. (SW)

Bates, Tony

Description of Idealised Information Technology System for Education and Training. Information Technology Paper No. 247.

PUB DATE- Oct 85
NOTE- 15p.; Paper prepared for Analysys Ltd.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Foreign Countries; *Information Technology; Input Output Devices; Instructional Materials; *Instructional Systems; Microcomputers; *Networks; *Teacher Role; Teacher Student Relationship; Telecommunications; Training; *Vertical Organization

In an effort to identify an idealized information technology (IT) system for education and training that could be implemented within a 10- to 15-year period, this paper looks at likely hardware configurations in the home, workplace, and educational institutions; identifies teachers' needs for IT systems that are not currently being met at a price suitable for education and training purposes; and specifies training functions that an idealized system might meet. Those functions that might be best left to teachers are examined, as well as those that might best be accommodated within an IT system. The paper concludes by suggesting two rather different types of idealized systems. In the first, a hierarchical model, teaching materials are centrally designed and produced, and all teaching functions are accommodated within the system. In the second, a networking model, IT is used primarily for facilitating communications between teachers and learners, and the teachers and learners create their own materials. It is noted that, in the end, what might appear to be a technical decision about requirements will ultimately depend on political priorities. (Author/DJR)

ED 274 354 IR 051 644

Preservation Needs in State Archives.
National Association of Government Archives and Records Administrators, Albany, NY.
SPONS. AGENCY- National Historical Publications and Records Commission, Washington, DC.
PUB DATE- Feb 86
NOTE- 79p.; Photographs will not reproduce.
CONTRACT- NHPRC-85-13
AVAILABLE FROM- National Association of Government Archives and Records Administrators, Executive Secretariat, New York State Archives, 10A75 Cultural Education Center, Albany, NY 12230.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Research/Technical (143)
DESCRIPTORS- *Archives; *Cooperative Programs; *Facility Improvement; Federal Government; Interviews; *Preservation; Program Development; Program Effectiveness; Questionnaires; Surveys

Data were gathered by circulating questionnaires to each state archive, making site visits to representative archives, and holding discussions with key state archives and preservation leaders. The 2-year study concludes that no state archive currently approaches the goal of providing total preservation care for its holdings. Comprehensive and systematic programs requiring a significant commitment of new resources from the individual states, the federal government, and the private sector are recommended to solve state archives' preservation problems. The following specific programs are proposed: (1) adapt or design a preservation survey instrument for state archives to use in assessing their preservation needs; (2) conduct facilities needs analysis and planning; (3) build, expand, or upgrade state archives facilities; (4) enhance preservation education and skills development; (5) support regional conservation centers; (6) support state reprography projects; (7) meet archival holdings maintenance requirements; (8) develop new preservation and conservation tools; and (9) establish a committee for archives preservation. Endnotes are included, and an appendix provides statistical data on state archives administration, facilities, space and funds needs, holdings, fumigation, and micrographics. (KM)

ED 274 426 PS 016 033

Tudge, Jonathan
Collaboration and Cognitive Development in the U.S.A. and U.S.S.R.
PUB DATE- Aug 86
NOTE- 11p.; Paper Presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 22-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; Comparative Analysis; *Conservation (Concept); *Cooperation; *Cultural Influences; *Elementary School Students; Foreign Countries; *Kindergarten Children; Primary Education; Research Methodology; Sex Differences
IDENTIFIERS- New York (Ithaca); USSR (Moscow)

A study was made to examine effects of peer collaboration on children's cognitive development and to ascertain whether effects of collaboration varied across American and Russian cultures. A total of 84 girls and boys (42 from a kindergarten in Moscow and 42 from an elementary school in Ithaca, New York), 5 through 7 years of age, initially participated individually in a pretest requiring prediction of the way a beam would tip when different weights were placed at differing distances from a fulcrum. On the basis of pretest results, children were assigned to (1) a control group in which children were again tested individually; (2) an "equal rule" group pairing same-age, same-sex children who had used the same prediction rule on the pretest; or (3) an "unequal rule" group pairing same-age, same-sex children who had used different prediction rules on the pretest. Seven increasingly sophisticated rules for prediction have reliably been differentiated. In the treatment phase of the study, disagreeing subjects discussed their disagreement until agreement was attained. Subjects were individually post-tested and improvement in rule use was recorded. Findings indicated that cognitive conflict in pairs produced different outcomes depending on whether a child's partner was more advanced or less advanced in the use of prediction rules. The only differences across cultures were sex differences. (RH)

ED 274 455 PS 016 079

Towards Universalization of Primary Education in Asia and the Pacific: Country Studies--Republic of Korea.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 84
NOTE- 34p.; In: "Towards Universalization of Primary Education in Asia and the Pacific: Country Studies"; see PS 016 069.
AVAILABLE FROM- UNIPUB, 10033/F, Martin Luther King Jr. Highway, Lanham, MD 20706-4391 (Complete volume $52.50 in U.S. funds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational History; *Educational Improvement; *Elementary Education; *Equal Education; Foreign Countries; Program Descriptions
IDENTIFIERS- *Korea

This study describes the Republic of Korea's efforts to provide universal primary education. Chapter One analyzes the causes of the explosive expansion of the population eligible for educational services. Chapter Two reports strategies for universalizing elementary education. Chapter Three points out areas needing improvement, including class size, the instructional system and practices, and teachers' socio-economic status. (RH)

ED 274 471 RC 015 786

Walberg, Herbert J.; Fowler, William J., Jr.
Expenditure and Size Efficiencies of Public School Districts.
PUB DATE- 86
NOTE- 34p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Consolidated Schools; *Cost Effectiveness; Educational Economics; *Efficiency; Elementary Secondary Education; *Expenditure per Student; Local Norms; Predictor Variables; *School District Size; School District Spending; School Effectiveness; *Socioeconomic Status
IDENTIFIERS- *New Jersey

A large scale study was undertaken to shed light on the question of school district efficiency, that is, the extent to which school districts are able to increase achievement beyond what would be expected from their families socioeconomic origins. Average scores on state-developed and nationally-standardized tests of third, sixth, and ninth graders in New Jersey districts were regressed on indexes of district socioeconomic status (SES), per-student expenditures, and district enrollment. The numbers of districts entering the analyses, depending on grade level and test, varied from 261 to 507. Average student test scores were significantly associated with the SES of the districts. Higher SES districts, as expected, achieved more than lower SES districts. Per-student expenditures on education were insignificantly associated with achievement test scores, so that low spending districts on average achieved as efficiently as high spending districts. A consistent trend was found for larger districts to achieve less efficiently than smaller districts. In general, the smaller the district, the higher achievement when SES and per-student expenditures were taken into account. These results call into question the practice of school district consolidation and suggest that educational policies and practices, not expenditures, offer the best chance of improving efficiency. (JHZ)

ED 274 527 SE 047 222

Ticotsky, Alan
Who Says You Can't Teach Science? Grades K-6.
REPORT NO.- ISBN-0-673-18107-3
PUB DATE- Jan 85
NOTE- 81p.
AVAILABLE FROM- Scott, Foresman and Company, 1900 East Lake Avenue, Glenview, IL 60025 ($7.95).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; Earth Science; Elementary Education; *Elementary School Science; *Environmental Education; Experiential Learning; Instructional Materials; Learning Activities; Parent Child Relationship; Physical Sciences; *Science Activities; Science Education; *Science Experiments; *Science Instruction; Science Materials; Teaching Guides
IDENTIFIERS- *Informal Education

Designed to help adults guide elementary school age children toward an understanding of the natural world, this document presents a step-by-step experiential introduction to general science. Developed for use by teachers, parents, camp counselors, and youth group leaders, it discusses ways to overcome restrictions such as lack of student aptitude, time, money and space. The booklet is divided into three major sections. Part 1, "What is the World Made of?" contains background information and teaching activities about air, water, dirt and rocks, earth in space, and using the sun's energy. The second section, "How do Things Work on Earth?" provides information and activities dealing with motion, sound, light and color, simple machines, and magnetism and electricity. The final section of activities and information is titled "Who Lives on Earth?" and considers plants, animals, and the human body. There are a total of 118 ready-to-use experiments in the document as a whole. (TW)

ED 274 167 FL 016 006

Scovel, Thomas
A Brave New World for TESOL.
PUB DATE- Mar 84
NOTE- 8p.; In: On TESOL '84. A Brave New World for TESOL. Selected Papers from the Annual Convention of the Teachers of English to Speakers of Other Languages (18th, Houston, Texas, March 6-11, 1984); see FL 016 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classroom Techniques; *Educational Strategies; *English (Second Language); Futures (of Society); Language Teachers; *Professional Development; *Research Utilization; Second Language Instruction; Specialization; Teaching Methods

The field of English as a second language (ESL) has developed rapidly in recent years, but some problems have emerged, including overzealous research on language acquisition, disintegration of classroom practices, and dissolution of common goals by the supposedly competing needs of ESL and EFL (English as a foreign language). Currently popular language learning models are used to the virtual exclusion of alternative approaches. Methodologists advocate new techniques, but they are applied without coherence or cohesion. Teachers new to the ESL field should look carefully at all that is available to them before jumping on a methodological bandwagon. By examining the results of experience, by experimenting in the classroom, and by cherishing research they can grow in professional confidence and competence and pass these qualities on to the students. (MSE)

ED 274 197 FL 016 080

Naysmith, John
English as Imperialism?
PUB DATE- Apr 86
NOTE- 9p.; Paper presented at the Annual Meeting of the International Association of Teachers of English as a Foreign Language (20th, Brighton, England, April 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Capitalism; Educational History; *Educational

Objectives; *English; *English (Second Language); Foreign Countries; Imperialism; Language Attitudes; *Language Role; Political Power; Teacher Student Relationship; World History

English language teaching has become part of the process whereby one part of the world has become politically, economically, and culturally dominated by another, and the English language teacher has become an agent in the maintenance of international patterns of dominance and subordination. The core of this process is the central place English has taken as the language of international capitalism. The retention of English and English-medium education is a distinctive part of elite identity in many countries. The publishing industry and British government are intimately involved in this pattern. The content of most English textbooks is geared to the elite minority and has little to offer the majority of potential learners. English perpetuates unequal relationships both within English-speaking countries and internationally, and this role should be challenged, as it has begun to be by the growth of new varieties of English in countries around the world. (MSE)

ED 274 229 HE 017 458

Benedict, Forest C.; And Others
Administrative Compensation Survey, 1983-84.
College and Univ. Personnel Association, Washington, D.C.
PUB DATE- Feb 84
NOTE- 143p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Administrator Characteristics; *Administrators; Black Colleges; Budgets; Church Related Colleges; *College Administration; Comparative Analysis; *Compensation (Remuneration); Employment Statistics; Enrollment; Full Time Equivalency; Geographic Regions; Higher Education; Private Colleges; Public Colleges; Questionnaires; *Salaries; School Surveys
IDENTIFIERS- Administrative Compensation Survey

Results of the College and University Personnel Association's 1983-1984 Administrative Compensation Survey, which provides data on 99 positions, is presented. Questionnaires were sent to 2,856 higher education institutions, and 1,515 usable responses were obtained. Salary data indicate the median and the interquartile range for each position and are presented for: all institutions, public and private institutions, private religious institutions, theological seminaries, medical schools/centers, and traditionally black institutions. Salary data are also provided by: institutional classification, sector, full-time equivalent enrollment range, and institutional budget range. Additional Data compare median salaries of those who were promoted or transferred to their positions from within the institution and those who were hired from outside. Information is also presented on minority/nonminority status, sex, years of service, percentages of the chief executive officer's salary, the frequency distribution of all salaries for each position by type of institution, and comparative salary data for 1981-1984 for 518 institutions. Appendices include information on participating institutions, a questionnaire, and summary position descriptions. (SW)

ED 274 299 HE 019 778

Dirr, Peter J.
Research on Evaluation of Instruction by Telecommunications.
PUB DATE- Apr 86
NOTE- 18p.; Papers presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986) and the National Universities Continuing Education Association (Portland, OR, April 27, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audio Equipment; *College Instruction; Computer Assisted Instruction; Consortia; Course Selection (Students); Educational Technology; Educational Television; Higher Education; *Instructional Material Evaluation; Instructional Materials; Material Development; *Media Selection; *Public Television; Telecourses; Use Studies
IDENTIFIERS- Annenberg School of Communications DC; Corporation for Public Broadcasting

Perspectives about evaluating instruction by telecommunications are offered in two related conference presentations, based on the experience of the Annenberg/Corporation for Public Broadcasting Project. The project has two goals: to create high-quality college-level materials using telecommunications, and to demonstrate the application of telecommunications and information technologies to address the needs of colleges. While the project's research has largely focused on the evaluation of television courses, the application of computers and other technologies is also of concern. The following questions are considered in evaluating learning through telecommunications: (1) will the courses use effective production approaches and be academically sound; (2) will colleges adopt the courses and what will the adoption process be like; (3) will the programs be watched by informal learners; (4) which students will take the courses and how will they use and value the course components; (5) how can the learning effectiveness of the courses be assessed; (6) how to best measure the effectiveness of demonstration projects; and (7) what other areas should be evaluated? Reference is made to 20 studies about the adoption, use, and evaluation of the telecommunication materials. (SW)

ED 274 326 IR 012 306

Cugini, John V.
Selection and Use of General-Purpose Programming Languages--Overview. Volume 1.
National Bureau of Standards (DOC), Washington, D.C. Inst. for Computer Sciences and Technology.
REPORT NO.- NBS-SP-500-117/1
PUB DATE- Oct 84
NOTE- 100p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Information Analysis/State-of-the-Art Materials (070)

DESCRIPTORS- Authoring Aids (Programing); *Comparative Analysis; Computer Graphics; *Computer Oriented Programs; Database Management Systems; Data Processing; *Evaluation Criteria; Federal Government; Industry; *Microcomputers; Programing; *Programing Languages; Selection; *Standards
IDENTIFIERS- BASIC Programing Language; COBOL Programing Language; FORTRAN Programing Language; PASCAL Programing Language

This study presents a review of selection factors for the seven major general-purpose programming languages: Ada, BASIC, C, COBOL, FORTRAN, PASCAL, and PL/I. The factors covered include not only the logical operations within each language, but also the advantages and disadvantages stemming from the current computing environment, e.g., software packages, microcomputers, and standards. This volume contains the discussion of language selection criteria based on: (1) the language and its implementation; (2) the application to be programmed; and (3) the user's existing facilities and software. Explanations of the criteria associated with the application and the user's facilities are included as well as 49 references. Appendices contain a list of abbreviations used, an annotated list of organizations that can provide additional information, and a discussion of alternatives to conventional programming. (Author/DJR)

ED 274 411 JC 860 545

Hollins, Carol S.; Smith, Myra Goodman
Fact Book: John Tyler Community College.
John Tyler Community Coll., Chester, VA. Office of Institutional Research.
PUB DATE- Oct 86
NOTE- 163p.; For related documents, see JC 860 539-540.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Administrator Characteristics; Administrators; *College Faculty; College Graduates; College Programs; Community Colleges; Educational Facilities; *Educational Finance; *Enrollment; Enrollment Rate; Full Time Students; *Institutional Characteristics; Part Time Students; Student Personnel Services; Teacher Characteristics; *Two Year College Students

This factbook summarizes information about the students, staff and faculty, programs and services, and financial and physical resources of John Tyler Community College (JTCC). Section I focuses on JTCC's students, presenting information on student enrollment by sex, race, full-/part-time status, programs, residence; grade distributions; veteran headcount enrollment; and graduate characteristics. Section II contains data on faculty and staff characteristics, dealing first with instructional faculty by rank, sex, race, years of service, degrees earned, age, tenure, and contract status, then focusing on administrative faculty with respect to similar categories. Section III looks at the programs and services of JTCC, examining student enrollment by curriculum, student credit hours by curriculum and by course title, and library and library circulation. Financial resources are the focus of section IV, which covers revenue by source, expenditures, in-state tuition rate per credit hour, cost per credit hour of instruction by degree program, and financial aid funds. Finally, section V looks at the campus's physical resources, reviewing the buildings and physical plant assets. (EJV)

PS

ED 274 485 RC 015 928

Honadle, Beth Walter
The Role of the Cooperative Extension System in Economic Development.
Extension Service (DOA), Washington, D.C.
PUB DATE- Mar 86
NOTE- 31p.; Paper presented at the Small City and Regional Community Conference (Stevens Point, WI, March 20-21, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Role; Community Resources; Cooperative Programs; *Economic Development; Employment Opportunities; Entrepreneurship; Extension Agents; *Extension Education; Occupational Information; *Organizational Objectives; Outreach Programs; Program Descriptions; Program Improvement; Rural Areas; *Rural Economics; *Rural Extension; Surveys
IDENTIFIERS- *Cooperative Extension Service

With Cooperative Extension Service (CES) help in a wide range of economic development activities rural America has come a long way in the last several decades toward erasing some of its socioeconomic problems. A survey of CES' Community and Rural Development programs conducted in late 1985 and early 1986 identified a variety of CES activities related to economic development. At least half of the 56 respondents had worked on community surveys, economic analysis, business management, retention and expansion, and market studies. The most common approach reported was individual counseling followed by workshops and agent training. Specific CES programs in economic development include Ohio's retention and expansion program, Montana's programs to deal with declining agricultural revenue, Washington's community surveys to obtain information for an economic development plan, and Georgia's computer-generated reports of county demography and economic status. CES is on the right track with its economic development programs, but challenges remain. Given the common needs of states, work at the regional level should be continued and expanded. Extension's different programs (home economics, farm management, and community economic development) should join forces to tackle economic problems and should be concerned with agriculture, the service sector, traditional and nonmanufacturing industry, and small business. (JHZ)

ED 274 499 RC 015 947

Barker, Bruce O.
Interactive Satellite Instruction: How Can Rural Schools Benefit.
PUB DATE- 86
NOTE- 20p.; Paper presented at the Annual Conference of the Rural Education Association (78th, Little Rock, AR, October 11-14, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communications Satellites; *Curriculum Enrichment; *Distance Education; Educational Innovation; Educational Television; Program Costs; Program Descriptions; *Program Effectiveness; *Rural Education; Rural Schools; Secondary Education; Small Schools; *Teleconferencing; *Telecourses; Television Teachers

Three telecourse programs offering high school credit courses via interactive satellite communication are described and evaluated.

German by Satellite and Physics by Satellite from Oklahoma State University feature biweekly 40-minute broadcasts with audio interaction via regular telephone lines and microcomputer voice recognition software at subscribing schools. Accelerated Learning of Spanish Project Via Satellite, sponsored by the Utah State Board of Education, offers first-year Spanish in 40-minute biweekly broadcasts with computerized voice synthesis and other media at subscribing schools. Broadcasts are videotaped and do not include audio talk-back components. The TI-IN Network Incorporated is the most widely distributed and fastest growing of the satellite systems. It transmits 20 different high school courses in daily live broadcasts using the teacher-present/student-recite method with audio interaction via telephone. The three programs offer exposure to learning experiences and technology not available in the subscribing schools, promote independent study skills, and present excellent instruction and materials. Weaknesses include communication difficulties between schools and program suppliers, lack of inservice training in two of the programs, and remote site equipment problems. Equalization of access to educational resources is the major advantage of instruction by satellite. Addresses of described programs and one new program are included. (LFL)

ED 274 513 SE 047 200

Lisowski, Marylin
Science-Technology-Society in the Science Curriculum. ERIC/SMEAC Special Digest No. 2.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- 85
NOTE- 3p.
CONTRACT- 400-78-0004
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State Univ., 1200 Chambers Rd., 3rd Floor, Columbus, OH 43212 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC

Information Analysis Products (071)
DESCRIPTORS- *Elementary School Science; Elementary Secondary Education; Instructional Improvement; Interdisciplinary Approach; *Learning Strategies; *Science and Society; Science Curriculum; Science Education; *Science Instruction; *Secondary School Science; Technology
IDENTIFIERS- ERIC Digests

A review of representative instructional strategies and programs which focus on Science-Technology-Society (STS) themes is presented in this digest. A rationale and specific recommendations for the inclusion of an STS component in the science curriculum are offered. The options which exist for instruction of STS themes are identified and examples of each are stated. These include: (1) instructional approaches (highlighting the infusion, activity, and topic organizer approach); (2) units of study-modules (citing programs which consist of single modules, series of units, case study formats, and dilemma situations); (3) international programs (focusing on the offering of the United Kingdom and South East Asia). Selected publications related to STS topics are also identified. (ML)

ED 274 541 SE 047 238

Anderson, Charles W.; Smith, Edward L.
Teaching Science. Research Series No. 168.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Michigan State Univ., East Lansing. Coll. of Education.
PUB DATE- Sep 86
NOTE- 57p.
CONTRACT- 400-18-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48224 ($4.50).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Cognitive Development; Cognitive Processes; *Concept Formation; *Elementary School Science; Elementary Secondary Education; Faculty Development; *Instructional Improvement; Instructional Materials; Science Activities; Science Education; *Science Instruction; *Science Teachers; *Secondary School Science; Skill Development; Teacher Education; Teaching Skills

Science education has received increasing attention during the 1980s in both professional and public forums. This paper addresses three questions having to do with science teaching. The first question concerns student learning in science classes. The document proposes that science achievement is generally disappointing, especially if student understanding is evaluated rather than rote memorization. Four learning activities are presented and discussed for the purpose of indicating that many student difficulties can be attributed to the fact that science learning is a complex and difficult process of conceptual change. The second question addressed concerns science teachers' skills and preparation. A synthesis of recent studies describes some of the essential skills and knowledge that teachers need to teach successfully for conceptual change to occur in students. Unfortunately, the data indicates that most elementary and secondary school teachers lack important components of those skills and knowledge. The third question concerns how science teaching can be improved, and in the last part of the paper a variety of possibilities for improving science education through professional development and improvements in curriculum materials is discussed. An annotated bibliography is included. (Author/TW)

ED 274 151 FL 015 949

Thomson, Janet, Comp.
Foreign Language Staff Development Needs Assessment: Local/State Results, 1985.
Great Falls Public Schools, Mont.

PUB DATE- 85
NOTE- 144p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Faculty Development; Language Skills; *Language Teachers; *Needs Assessment; School Districts; Secondary Education; Second Language Instruction; *Staff Development; State Surveys; *Teaching Skills

Results of and recommendations from the responses of 22 Great Falls secondary school language teachers to the Montana Foreign Language Needs Assessment survey are reported. Information presented includes the local teachers' educational background and their perceptions and attitudes about additional training in instructional techniques and testing, course requirements and sequencing, and budget and instructional resources. These are discussed in the context of current state policy and trends in the foreign language teaching profession. Recommendations include: an additional needs assessment concerning obstacles to instruction, global/international training for foreign language teachers, and teachers' personal needs; further district-based staff training in listening, writing, and reading competencies; teacher updating concerning recent trends in foreign language and international studies education; generation of new curricula in all foreign language areas; and general strengthening of foreign language education. Detailed survey response statistics and statewide proficiency guidelines are appended. (MSE)

ED 274 214 FL 016 098

McDonough, Steven
Language Learning and Acquisition Processes: How Can and Do People Learn?
PUB DATE- 85
NOTE- 14p.; In: Second Language Learning: Research Problems and Perspectives. Papers from a Conference on Second Language Learning (Birmingham, England, February 24-26); see FL 016 092.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cognitive Processes; Comparative Analysis; *Language Research; *Learning Processes; *Learning Theories; Linguistic Theory; *Research Needs; *Second Language Learning; Transfer of Training

Five current theoretical approaches to second language learning are examined: practice, problem-solving, creative construction, monitoring, and personality development. The points in each approach that are most controversial and those that require further clarifying research are reviewed. It is concluded that in at least three major areas, practical questions that teachers have to consider for every course, are given almost no illumination by these psychological theories and the associated empirical studies. Those areas include (1) the point at which a learner shifts from learning items in a series to integrating information into an effective communication instrument, (2) the relationship between language awareness in general and language learning; and (3) the transition between contexts of learning and contexts of use, or transfer of training. (MSE)

ED 274 257 HE 019 697

Cross, K. Patricia

A Proposal to Improve Teaching or What "Taking Teaching Seriously" Should Mean.

PUB DATE- Sep 86
NOTE- 7p.; Originally titled "Taking Teaching Seriously" and first presented to the National Conference on Higher Education (March 1986, Washington, DC).
AVAILABLE FROM- American Association for Higher Education, One Dupont Circle, Suite 600, Washington, DC 20036 ($2.50 each for up to 10 copies; $2.00 each for 11 or more copies).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Faculty; *College Instruction; College Role; Educational Change; Educational Research; Faculty Evaluation; Higher Education; *Instructional Improvement; Student Participation; *Teacher Role; *Teaching (Occupation); Teaching Methods; Undergraduate Study
IDENTIFIERS- Excellence in Education

Perspectives on the improvement of college instruction are offered. External forces that focus attention on the quality of college instruction are identified, including: the demand for good teaching by two groups of nontraditional students (low-performing students and adult students); technology, and especially new interactive technologies; the growing interest in assessment and program evaluation; the new emphasis on alterable variables in educational research; the lack of mobility for faculty members; and low morale among the teaching faculty. While the classroom lecture method is the method of choice for college teachers, one promising method for better learning of subject-matter content has been the Personalized System of Instruction, which emphasizes student involvement, high expectations, and assessment and feedback. Problems arise when colleges that are primarily teaching institutions turn to faculty publication as their route to distinction. For undergraduate education to improve, teachers will need support of their colleges, including the commitment to evaluate teaching performance in decisions to hire, promote, and tenure faculty members. It is recommended that research on teaching and learning should be done in classrooms across the nation by classroom teachers ("classroom researchers.") (SW)

ED 274 285 HE 019 725

Inventory of Academic Programs. Volume Five. Teacher Education Certification Programs. A Planning Document of the Alabama Commission on Higher Education.

Alabama State Commission on Higher Education, Montgomery.

PUB DATE- Aug 86
NOTE- 131p.; For related documents, see HE 019 721-724.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classification; *College Programs; Degrees (Academic); Higher Education; *Preservice Teacher Education; Private Colleges; State Colleges; *Teacher Certification; *Teacher Education Programs
IDENTIFIERS- *Alabama

An inventory of teacher education certification programs approved for Alabama's public and private four-year colleges and universities as of June 1, 1986, is presented. In addition to the traditional certification programs approved by the State Board of Education in 1978-1979, two alternative certification programs are offered: Middle School Endorsement programs and Strengthened Subject Matter Option programs. Teacher education programs are classified according to a program taxonomy developed by the State Department of Education. Certificates for teachers and instructional support personnel are issued on the basis of completing approved programs of study beginning with the baccalaureate level (Class B) and advancing through fifth and sixth year levels (Class A and Class AA). For each college and program, there are charts for type of certification by level. The public and private colleges that provide teacher education programs include: Alabama A&M University, Alabama State University, Athens State College, Auburn University, Jacksonville State University, Livingston University, Troy State University, University of Alabama, University of Montevallo, Birmingham-Southern, Faulkner University, Huntington College, Judson College, Miles College, Mobile College, Oakwood College, Samford University, Spring Hill College, Stillman College, Talladege College, and Tuskegee University. (SW)

Morris, Charles L., Jr.; And Others
System Design Considerations for Microcomputer Based Instructional Laboratories. Final Report.
Naval Training Analysis and Evaluation Group, Orlando, Fla.
REPORT NO.- SR-86-004; TR-86-006
PUB DATE- Apr 86
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Reports - Research/Technical (143)
DESCRIPTORS- *Authoring Aids (Programing); *Computer Assisted Instruction; Computer Graphics; *Computer Managed Instruction; Computer Simulation; *Computer Software; Guidelines; Input Output Devices; Instructional Systems; *Microcomputers; Military Training; Programing Languages; *Systems Development; Technical Education
IDENTIFIERS- Navy

This report provides detailed guidelines for configuring a computer based instructional (CBI) laboratory based on the use of Navy/Air Force standard microcomputer hardware and software, some off-the-shelf products, and specialized simulation hardware/software, Navy developed authoring and operating systems, and operational equipment interfaces. The first of four main sections in this report suggests a functional categorization system for CBI and describes the microcomputer hardware and software subsystems needed to satisfy a CBI laboratory requirement. Operating systems, languages, and network options are addressed as component subsystems of a CBI laboratory system. The second section addresses the ways in which a CBI laboratory can be used to support technical training functions including prerequisite skills remediation, independent study, job practice, testing, and refresher training. The third section discusses authoring languages and systems requirements for effective laboratory application and proposes government sponsored development in this area. The last section discusses CBI laboratory system configurations and specifically addresses such technical issues as graphics and simulation that must be considered when selecting a configuration. Several figures are included for illustrative purposes. (DJR)

ED 274 369 IR 051 660

Mann, Thomas W., Jr.; And Others
Library Automation: A Survey of Leading Academic and Public Libraries in the United States.
Peat, Marwick, Mitchell and Co., San Francisco, CA.
PUB DATE- Feb 86

NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Libraries; Bibliographic Utilities; Cataloging; Higher Education; Library Acquisition; *Library Automation; Library Circulation; Library Equipment; Library Planning; Library Surveys; Online Catalogs; *Public Libraries; Systems Development; Telecommunications
IDENTIFIERS- Integrated Library Systems

Results of this survey of 26 public and academic libraries of national stature show that the country's major libraries are fully committed to automating their library operations. Major findings of the survey show that: (1) all libraries surveyed are involved in automation; (2) all libraries surveyed have automated their catalogs and bibliographic control functions, and most have automated their acquisitions and circulation systems; (3) library automation has undergone tremendous changes, notably the improvement of the turnkey systems; (4) library automation has matured to the point of using complex database systems and sophisticated computing and data communication hardware; and (5) librarians are now much more sophisticated in their knowledge of automation and of library systems. The major accomplishment of fully integrated systems is identified as the current challenge facing librarians. Survey data are represented graphically in three exhibits included within the text, and a list of participating libraries is appended. (KM)

ED 274 384 JC 860 489

Wood, Santiago V.
International Business Education Programs in the California Community Colleges: Final Report of the Project, 1985/86.
Peralta Community Coll. System, Berkeley, Calif. Vista Coll.
SPONS. AGENCY- California Community Coll. Fund for Instructional Improvement.; Department of Education, Washington, DC.
PUB DATE- May 86
NOTE- 140p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Business Education; College Curriculum; Community Colleges; Cross Cultural Studies; Foreign Students; *International Programs; *International Studies; Questionnaires; State Surveys; Student Characteristics; Teacher Characteristics; Two Year Colleges; Two Year College Students
IDENTIFIERS- *California

In fall 1985, a study was conducted to assess the status and function of international education coursework at California community colleges, and the ethnographic characteristics of faculty and students teaching or enrolled in international education classes. Questionnaires were mailed to deans of instruction at California's 106 community colleges. Study findings, based on an 85% response rate, included the following: (1) for the 5-year period 1980-85, only 18% of the colleges said they offered international trade courses, and only 25% of the colleges had plans to offer such courses; (2) international business/trade courses were required for business majors at only two colleges; (3) 4% of the colleges had a foreign language graduation requirement, while 14% required intercultural education coursework; (4) the primary administrative problems cited with such courses were lack of student interest, lack of community interest, low instructional priority, and lack of funds; (5) 79% of the respondents indicated that less than 5% of their student body were foreign students; (6) international business students' average ages were between 30 and 34; and (7) 38 of the colleges reported having developed community activities relevant to international business education, with the most common activity being the development of private industry liaisons. Appendices include the survey instrument, 31 ideas for initiating international work, and statements of support for international education. A 36-item reference list is also included. (LAL)

Flory, Harriette
Linking Education and Industry at Two-Year Colleges: The Raymond Walters College Experience. NCCSCE Working Paper Series.
National Council on Community Services and Continuing Education.
PUB DATE- 86

NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Collected Works - Serials (022)
DESCRIPTORS- Associate Degrees; Community Colleges; Cooperative Education; *Engineering Technology; In Plant Programs; *Inservice Education; Job Training; Labor Education; *Manufacturing Industry; Program Descriptions; *School Business Relationship; Trade and Industrial Education; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Raymond Walters College OH; University of Cincinnati OH

At Raymond Walters College (RWC), a two-year branch of the University of Cincinnati, the concept of developing linkages with business and industry began in 1983 with the creation of a new administrative office of Educational Services and a new community advisory board, the RWC Work and Learning Council. Though RWC provides noncredit training in a variety of areas for several companies in its service area, the most important linkage that the college has developed is a master contract between the Educational Services Office and the General Electric (GE) Aircraft Engine Business Group. The blanket contract provides an umbrella agreement under which the signatories can develop specific educational services. These services include: (1) special noncredit training on RWC's computer to GE employees; (2) a comprehensive After Hours noncredit training program featuring classes in cardiopulmonary resuscitation, materials and processes for jet engines, blueprint reading, and professional engineer's review; and (3) a two-year associate degree program in manufacturing engineering technology, which offers such advantages as external testing, assessment, and academic advising; college study skills seminars; credit for prior college and work experience; utilization of the company's tuition refund program; confidentiality; credentialing; accountability; low cost; convenient locations; and resources of four colleges of the University of Cincinnati. The success of the contract agreement between GE and RWC is the result of the adaptability, creativity, and pragmatism of the leaders of both institutions who have collaborated to mesh company needs and college resources. (EJV)

ED 274 441 PS 016 061

Chavkin, Nancy Feyl; Williams, David L., Jr.
Guidelines and Strategies for Training Teachers about Parent Involvement. Executive Summary of the Final Report.
Southwest Educational Development Lab., Austin, Tex.
PUB DATE- Dec 84
NOTE- 41p.; Parent Involvement in Education Project. For related documents, see ED 225 681-682; ED 245 368-369, ED 253 327, ED 254 509, and ED 255 289.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Comprehension; Elementary Secondary Education; Guidelines; *Inservice Teacher Education; Material Development; *Parent Participation; *Preservice Teacher Education; Skills; *Training Methods
IDENTIFIERS- Knowledge

This executive summary reports particulars concerning the development of guidelines and strategies for training preservice and inservice elementary school educators about parent involvement, and provides a copy of the training materials. After a brief introduction, major recommendations from previous research on parent involvement training for teachers are listed, and the need for additional training is pointed out. The process through which the guidelines and strategies were developed is described, assumptions guiding their development are stated, and definitions of terms used in the guidelines and strategy statements are provided. The guidelines and strategies concern parent involvement in two areas: support for children's learning, and shared educational decision-making. Guidelines for each area focus on knowledge, understanding, and skills. Strategies for each area deal with preservice and inservice training. All guidelines and strategies provided are organized in terms of personal, practical, and conceptual frameworks. Generally, the materials are designed to serve as a basis for expanding, increasing sensitivity to, and soliciting parent cooperation, support, and input into education. While intended for use in a range of teacher training situations, the guidelines and stategies were not meant to be, and do not constitute, a prescriptive plan for parent involvement teacher training. (RH)

Towards Universalization of Primary Education in Asia and the Pacific: Country Studies--Socialist Republic of Viet Nam.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 84
NOTE- 47p.; In: "Towards Universalization of Primary Education in Asia and the Pacific: Country Studies"; see PS 016 069.
AVAILABLE FROM- UNIPUB, 10033/F, Martin Luther King Jr. Highway, Lanham, MD 20706-4391 (Complete volume $52.50 in U.S. funds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; Administration; Community Involvement; Educational Finance; Educational History; Educational Objectives; *Elementary Education; Elementary School Curriculum; *Equal Education; *Ethnic Groups; Foreign Countries; Mass Media; Program Descriptions; Teacher Education
IDENTIFIERS- *Vietnam

Vietnam's program for elementary education is described in this study. Chapter One discusses the educational system in terms of its history, the general school system, education management bodies, management of Level I general education schools, training teachers of Level I general education schools, future tasks in teacher training, supervision and inspection bodies, supervision and inspection activities in Level I schools, popular means of communication, school equipment, and capital invested for Level I schools. Focusing on access to education, Chapter Two discusses equality in universalization of primary education, demand for and supply of teachers for primary education, supply and training of supervisors, and goals and objectives of primary education. Ethnic minority areas are discussed in Chapter Three. Specific attention is given to causes of pupils' unfinished studies, drop-outs and population education, special education, and the universalization of primary education for the over-age-group population. (RH)

ED 274 168 FL 016 007

Heath, Shirley Brice

Literacy or Literate Skills? Considerations for ESL/EFL Learners.

PUB DATE- Mar 84
NOTE- 15p.; In: On TESOL '84. A Brave New World for TESOL. Selected Papers from the Annual Convention of the Teachers of English to Speakers of Other Languages (18th, Houston, Texas, March 6-11, 1984); see FL 016 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperation; *Educational Research; *English (Second Language); *Language Skills; *Literacy; Research Utilization; Second Language Instruction; Second Language Learning; *Teacher Student Relationship

Society is not in a crisis of literacy, but in a crisis of literate skills. Being literate in today's formal education system means being able to talk and write about language, to explain and sequence implicit knowledge and rules of planning, and to speak and write for multiple functions in appropriate forms. Literate understanding requires far more than basic literacy skills, and the current emphasis on basic skills to eliminate the "literacy crisis" will not produce literate students. This paper gives details of research activity recently undertaken that brings teachers, students, and researchers together in classrooms in a collaborative study of language and that helps students improve their handling of basic mechanics and understand what it means to be literate speakers and writers. In this research, student improvement in basic English skills and increased facility in spoken and written English come as part of the natural process of meaningful research on the types and functions of language in their daily lives. (MSE)

ED 274 183　　FL 016 022

Goodfellow, Paula; And Others
EST: Designing a Mini-Course for Non-Native Speakers of English in a Chemistry Lab Course.
PUB DATE- Mar 84
NOTE- 15p.; In: On TESOL '84. A Brave New World for TESOL. Selected Papers from the Annual Convention of the Teachers of English to Speakers of Other Languages (18th, Houston, Texas, March 6-11, 1984); see FL 016 005.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Chemistry; Classroom Communication; Comparative Analysis; Content Area Writing; *Cultural Differences; Curriculum Development; *English (Second Language); *English for Special Purposes; Higher Education; Language Proficiency; Language Usage; *Limited English Speaking; Minicourses; Native Speakers; *Notetaking; Second Language Instruction; Self Concept; Students; *Technical Writing
IDENTIFIERS- University of Michigan

This study compares (1) the English language use of limited-English-speaking foreign and native English-speaking college students in doing chemistry laboratory work, writing lab reports, and taking lecture notes; (2) the relationship of the language use to performance; and (3) the relationship of the foreign students' beliefs about their language capabilities and their actual laboratory performance. The research uncovered striking differences in organization and style of notes and lab reports. As a result of these findings, a minicourse was designed to address the language and cultural factors found to affect the foreign students' performance. Units developed for the minicourse include exercises related to lab report writing and lecture comprehension as well as a discussion of classroom interaction, especially behavior that suggests cheating, and the teacher's role. Appendixes include a sample worksheet to accompany a filmed lecture; examples of student lab report writing and suggestions to improve such writing; and a list of cultural differences that may affect academic performance. (MSE)

ED 274 244 HE 019 678

Eligibility for Institutional Participation in the Cal Grant Program. A Report to the Legislature and Governor in Response to Senate Bill 362 (Chapter 6772, Statutes of 1985). Commission Report 86-21.

California State Postsecondary Education Commission, Sacramento.

PUB DATE- Jun 86
NOTE- 26p.
AVAILABLE FROM- California Postsecondary Education Commission, 1020 Twelfth Street, 3rd Floor, Sacramento, CA 98514.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Accreditation (Institutions); *Eligibility; Evaluation Criteria; *Grants; *Institutional Evaluation; *Law Schools; Postsecondary Education; *State Aid; *Student Financial Aid; Undergraduate Study
IDENTIFIERS- *California

Eligibility criteria for institutional participation in the Cal Grant awards program was assessed by the California Postsecondary Education Commission in cooperation with the Student Aid Commission. Attention was directed to alternatives to these criteria that would permit the use of these awards by both undergraduates enrolled in nonaccredited, state-approved postsecondary institutions, and by students enrolled in law schools accredited by the California Committee of Bar Examiners. The potential costs and other demands that could accrue to the Cal Grant awards program as a result of using alternative eligibility criteria were also evaluated. Five alternative eligibility criteria were considered in the context of maintaining the state's policy of utilizing state funds to supplement federal student financial aid. In addition to distinguishing the three parts of the Cal Grant program, information is provided on four classifications of institutional recognition (accreditation, approval, authorization, and authorization for Schools of Theology). Seventy nonaccredited institutions that have been approved as of January 1986 are listed, along with 34 law accredited law schools. The text of Senate Bill 362 is appended, along with the questionnaire used to study eligibility criteria. (SW)

A Study of Alternative Delivery Modes for Federal Data.
National Center for Higher Education Management Systems, Boulder, Colo.
PUB DATE- 30 Sep 84
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Storage Devices; *Delivery Systems; Federal Government; Higher Education; Information Centers; *Information Dissemination; *Information Services; Information Sources; Magnetic Tapes; Reports; Resource Centers; *Users (Information)
IDENTIFIERS- *National Center for Higher Educ Management Systems

Alternative delivery modes that can be used to transmit Information Services reports of the National Center for Higher Education Management Systems are discussed. The objective is to permit transfer of data in a more easily manipulable form. Attention is focused on the medium into which reports can be feasibly put, as well as ways in which the reports can be transmitted. The following four data storage media for transmitting Information Services reports to clients are considered: printed report, magnetic tape, floppy disk, mainframe computer disk. In addition to the medium to store the data, data transmission can be accomplished by hand delivery, U.S. mail, courier, facsimile, and telecommunications. Cost-related questions include: who absorbs the costs to develop new delivery modes, who pays the costs to transmit data, and how costs are determined. Since costs, clientele, and the technology need to be considered before NCHEMS makes firm commitments to alternative delivery modes, pilot testing of different modes will be undertaken in fiscal year 1985. (SW)

Beukhof, Gijsbertus
Designing Instructional Texts: Interaction between Text and Learner.
PUB DATE- Apr 86
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aptitude Treatment Interaction; *Cognitive Style; Course Organization; Foreign Countries; High Schools; Hypothesis Testing; *Instructional Design; Interaction; Learning Theories; *Locus of Control; Postsecondary Education; *Reader Text Relationship; Review (Reexamination); Synthesis; Tables (Data)
IDENTIFIERS- *Elaboration Theory; *Graphic Synthesizers; Learner Control; Netherlands

A prescriptive theory for learning which delivers prescriptions for designing prototypes of instructional materials with different knowledge structures, the Elaboration Theory of Instruction (ETI) is based on important principles and theories of learning and instruction. This paper reports three experiments which tested ETI. The first experiment was concerned with the effect of ETI and individual differences (prior knowledge, cognitive style, anxiety, motivation, learning strategy, and attitude). Subjects were 18- to 20-year-old students in a middle technical school. The results confirmed the hypothesis that the strong structured approach of the ETI is effective for students who need external cues in the text. The second experiment, which was conducted with 14- to 15-year-old high school students, focused on the effects of synthesizers in text processing. Few differences were found between the conditions, but there was a tendency for students in the general-to-detailed sequence to perform better. The third experiment explored the possibility of using ETI for adaptive text presentation involving learner versus text control of the learning process. Subjects were undergraduate education students. It was found that students in the learner control condition retained information better and longer. The need for more research on the amount of training in the use of learner control to optimize performance is noted. A list of 32 references and 6 data tables are attached. (DJR)

ED 274 355 IR 051 645

Quality Library Services, K-12.
Ohio State Dept. of Education, Columbus.
PUB DATE- May 86
NOTE- 112p.; Minimum Standards Leadership Series 1985.
AVAILABLE FROM- Ohio Department of Education, Division of Elementary and Secondary Education, 65 South Front Street, Columbus, OH 43215.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; Community Role; Copyrights; Elementary Secondary Education; Library Administration; Library Collection Development; Library Expenditures; Library Facilities; Library Instruction; Library Personnel; Library Research; *Library Services; *Library Standards; *Program Development; *School Libraries; Self Evaluation (Groups); Technological Advancement; Volunteers
IDENTIFIERS- Library Bill of Rights; *Ohio

Developed to promote excellence in Ohio's school libraries, this document is designed to: (1) provide a rationale for integration of the school library into the total education program; (2) delineate the dimensions of service of a dynamic K-12 library program; (3) identify essential components of an effective K-12 library program; (4) provide a practical guide for planning a district library program; and (5) stimulate thinking about emerging trends and developments in the field of library science and educational technology. In addition, 14 appendices provide a nine-page bibliography; minimum standards for expenditures; Ohio certification requirements; information on library volunteers; collection guidelines; a library needs assessment form; weeding suggestions; copyright information; recommendations concerning space, access, and furniture; a compliance checklist; a self-evaluation form; the Library Bill of Rights; American Library Association Policy Statement; and a list of library media

professional associations. (KM)

ED 274 427　　　　　　　　　　　　　　　　PS 016 036

Davies, Don
Parent Involvement in the Public Schools in the 1980's: Proposals, Issues, Opportunities.
PUB DATE- May 85
NOTE- 29p.; Paper presented at the Research for Better Schools Conference (Philadelphia, PA, May 9-10, 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advocacy; *Decision Making; Early Childhood Education; Educational Cooperation; Educational Objectives; Educational Philosophy; Educational Planning; *Educational Policy; Elementary Education; Models; *Parent Participation; *Parent School Relationship; *Public Schools; School Community Relationship; School Policy

Reflecting the renewed interest in a variety of plans to increase parent and citizen participation in education, this paper divides the questions surrounding this issue into the following four categories: co-production (partnership), decision making, citizen advocacy, and parent choice. Under each of these categories the paper considers such issues as (1) the power parents should have about school policies and practicies, (2) the power citizens should have about school policies and practices, (3) the ways in which these powers should be exercised, (4) ways parents and citizens can address their grievances and concerns about the schools, (4) the choice parents should have about what kinds of schools their children will attend, and (5) ways public schools can achieve legitimacy in the eyes of parents and the tax-paying public. While addressing these issues, the paper identifies a few examples or models of parent involvement in the schools, discusses some of the issues surrounding these models, offers recommendations for action by parents and practitioners, and provides a list of references. (HOD)

ED 274 472 RC 015 826

Triana, Armando R., Ed.
Hispanic Business and Economy in the 1980's. Proceedings of the National Symposium on Hispanic Business and Economy (3rd, Chicago, Illinois, November 15-17, 1981).
De Paul Univ., Chicago, IL. Coll. of Commerce.
SPONS. AGENCY- Amoco Foundation, Inc., Chicago, IL.
PUB DATE- 83
NOTE- 498p.
LANGUAGE- English
EDRS Price - MF02/PC20 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Administrator Education; Advertising; *Business; *Business Administration; Business Education; *Consumer Economics; Consumer Education; Economic Climate; *Economic Progress; Employment Opportunities; Entrepreneurship; Futures (of Society); *Hispanic Americans; Human Resources; Income; Industry; *Marketing; Minority Groups; Postsecondary Education; Small Businesses; Work Attitudes
IDENTIFIERS- *Illinois (Chicago)

The proceedings contain 36 research papers and summaries/recommendations of 12 panels participating in the 1981 symposium, providing varied and extensive discussions about Hispanics in business, as consumers, and as managers. The materials are divided into five sections, each prefaced by a 1-4 page discussion highlighting the relevance of the specific topics and providing a summary of articles in that section. Part I, "Hispanic Business," presents the state of the art and agenda for action, comparative studies, issues and opportunities (private sector procurement, venture capital, Small Business Administration activities, etc.), and models for development and growth. Part II, "Hispanic Consumer Market," encompasses demographic and behavioral characteristics of Hispanic consumers, advertising and marketing research issues, and consumer education. Part III, "Hispanics in Management," considers recruitment of Hispanics into managerial positions, Hispanics in business schools, and issues affecting Hispanics in managerial positions. Part IV, "Hispanics as a Human Resource," considers income differences, job information dissemination, and job attitudes. Part V contains articles on Hispanics in Chicago. Appendices include the keynote presentation by Michael Cardenas, a speech by Emma Navajas-Rytting, and proclamations by the City of Chicago and the State of Illinois designating Hispanic Business Week. The symposium agenda and committee members are provided. (NEC)

ED 274 528 SE 047 223

Out-of-School Science Learning Experiences for Parents and Their Middle School Children: Introduction. A Course for Parents and Children.
Minnesota Univ., Minneapolis.
SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 82
NOTE- 24p.; For related documents, see SE 047 224-228. Drawings may not reproduce well.
GRANT- 07872
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Animal Behavior; Astronomy; Conservation Education; *Course Content; Ecology; Elementary Education; *Elementary School Science; Environmental Education; Family Involvement; Intermediate Grades; Microcomputers; Models; Nature Centers; *Parent Child Relationship; Parent Participation; Planetariums; Science Education; Science Facilities; *Science Instruction; Science Programs; Telephone Communications Systems
IDENTIFIERS- *Informal Education; *Parent Child Program

As an effort to supplement the science which is taught in schools, this document describes the development and implementation of five out-of-school short courses for middle school children and their parents. The courses meet on Saturdays for five weeks and are intended to be taught at informal science learning sites such as zoos, science museums, nature centers and planetariums. Course activities are intended to increase the scientific knowledge of the participants as well as time that parents and children spend with each other. All of the courses also contain home activities for parents and children to do together. The first section of this document includes the history of this project, the rationale for selecting the courses, and a synopsis of the courses. The courses described are: (1) animal behavior; (2) building telegraphs, telephones, and radios; (3) microcomputers; (4) nighttime astronomy; and (5) winter study. A section on "administrative organization" discusses teaching sites, scheduling, participant registration, publicity and cost. Another section, "instructional organization," explains the teacher's guides, planning considerations and evaluation processes. Appendices include sample publicity brochures, newspaper articles, confirmation letters, a certificate of participation, and references. (TW)

ED 274 198 FL 016 081

Roney, Deborah W.
Polish for Reading: Individualized Instruction Program.
PUB DATE- 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Techniques; *Individualized Instruction; *Instructional Materials; Mastery Learning; Pacing; *Polish; *Reading Instruction; Second Language Instruction

Instructional materials entitled "Reading Polish 2," second language course materials for teacher-assisted, mastery-based, self-paced instruction, are described and their uses discussed. The self-contained course is the eighth in a series of Polish individualized instruction materials, and is designed to be used by the student by working through the book's five units sequentially, in consultation with a teacher when necessary. It provides authentic reading materials and teaches five skills: to read and think critically, to separate fact from opinion, to recognize some different literary devices and styles, to use existing knowledge to make educated guesses about meaning and constructions, and to use different reading strategies for different purposes. Each unit contains seven texts using three reading strategies, pre-text and post-text exercises, and a test. The course can be used alone, or as a main or supplemental text in a regular classroom course. The source from which the instructional materials themselves can be obtained is given. (MSE)

ED 274 230 HE 017 459

Finnie, Robert A., Jr.; Sniffin, Paul B.

Good Endings: Managing Employee Terminations.

College and Univ. Personnel Association, Washington, D.C.
PUB DATE- 84
NOTE- 26p.
AVAILABLE FROM- College and University Personnel Association, 11 Dupont Circle, Suite 120, Washington, DC 20036.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Administrator Guides; Dislocated Workers; *Dismissal (Personnel); Employer Employee Relationship; *Employment Practices; Higher Education; *Job Layoff; *Outplacement Services (Employment); Personnel Evaluation; Personnel Management; *Personnel Policy; *Reduction in Force; Retrenchment

A guide to managing employee terminations and resulting changes is presented for administrators. Three reasons for termination that are legitimate, nondiscriminatory, and acceptable in today's marketplace and courts are: cause (serious misconduct, dishonesty, unethical, or dangerous behavior); job elimination (reduction in force, economic conditions, retrenchment, merger, or shutdown); and poor performance (incompetence, missing key goals, and causing problems with others that drag down total performance of the unit). What to document when terminating an employee and the concept of outplacement (reemployment assistance) are addressed. In addition to considering a proposed severance package for a terminated employee, costs of carrying an unproductive or troublesome employee before termination are noted, and advice is provided on avoiding complications after termination. Suggestions are offered concerning various aspects of termination, including the planning stage, convincing senior management and boards, communicating with colleagues and staff, and group terminations. Appendices include: an internal memo concerning reorganization and cutbacks, a termination checklist, a sample termination letter, and a statement of reference/rationale. (SW)

ED 274 300   HE 019 779

Gustafson, Kent L.
Succeeding as a Faculty Member in an Instructional Design Program.
PUB DATE- Apr 86
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986) and the
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; College Instruction; Educational Technology; Faculty Promotion; Higher Education; *Instructional Design; Noninstructional Responsibility; *Professional Recognition; Rewards; Scholarship; Success; *Teacher Responsibility; Teacher Salaries; *Technical Assistance; Tenure

Criteria that might be applied in judging success as a faculty member are discussed, including roles of instructional design (ID) and technology faculty. Criteria of success include promotion, tenure, salary, professional recognition, control over courses one teaches and other faculty assignments, consulting jobs, and "perks" (e.g., travel funds, secretarial support, and phone use and equipment). While the teacher may derive a sense of success from advising students and selecting courses/students to teach, it is difficult to assess how well a faculty member must teach and advise to be a success. On the other hand, it is easier to measure and reward scholarly activity. The quantity and quality of research, writing, and conference presentations is fundamental to success as a faculty member. Obtaining funds for research is often used as a measure of the teacher's scholarly performance. Participation in university-wide committees or highly visible professional activities are more likely to provide recognition and reward from the college. Many service activities, while satisfying, consume the teacher's time without producing recognition and rewards from the college. The expertise of instructional technologists and ID faculty is often sought for organizational support activities and development projects. The key to success is for ID and technology faculty to be careful in selecting these projects. (SW)

Bates, A. W.
Using Television in Schools: Some Suggestions for Teachers. Papers on Information Technology No. 240.
Open Univ., Walton, Bletchley, Bucks (England). Inst. of Educational Technology.
PUB DATE- Jan 85
NOTE- 8p.; Article prepared for the London Times Educational Supplement, January 1985.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080) Opinions/Personal Viewpoints/Position Papers/Essays (120) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Editing; *Educational Television; Foreign Countries; Instructional Materials; *Learning Activities; Resource Materials; Teacher Role; *Teaching Methods; Teaching Styles; Television Viewing; *Videotape Cassettes

For television to be used effectively, teachers need to reorganize their teaching to increase the children's interaction with the program material. One way of getting more participation is to preview and pre-record a program, stopping the replayed cassette at key points, questioning the class, and having them discuss the sequence just seen. Another suggestion is to select and edit extracts from video resource materials that are relevant to specific teaching needs, e.g., using a computer animation or an experiment. Once appropriate video materials have been identified, they can be combined with books or printed materials, and a range of questions or activities for individual learners or small groups can be designed. The last approach suggested would be to have children and teachers create their own audiovisual materials, using low-cost cameras and editing equipment. Cooperation between staff members and reappraisal of the curriculum, with thought being given to other resources such as books and computing facilities, and how they can best be integrated with video, offers the best chance of using television successfully. (DJR)

ED 274 370 IR 051 661

Riley, Garland G.; Ary, Donald
The Library Module as an Activity for Introductory Educational Research Courses.
PUB DATE- Apr 86
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (70th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Academic Libraries; *Educational Research; Higher Education; *Information Sources; Learning Modules; *Library Instruction; Orientation Materials; *Reference Materials; *Research Tools; Resource Materials
IDENTIFIERS- Course Integrated Library Instruction; *Northern Illinois University

Presented in this document is a module developed at Northern Illinois University as an optional bibliographic instruction tool to be used in the library unit of an introductory-level educational research course. This approach allows each student to hunt through the library, locate various commonly used educational resources, and use each resource as it is located. Although the activities are specific to Founder's Library at Northern Illinois University, they can be adapted for use in other libraries. The module covers the following areas: (1) Selected General References; (2) Library Computer System; (3) Educational Resources Information Center (ERIC); (4) Selected Indexes and Abstracts; (5) Selected Reviews of Research; (6) Test References; (7) Northern Illinois University Theses and Dissertations; (8) Government Documents; and (9) Periodicals. Background information, instructions for use, and brief exercises are provided for each resource. (KM)

ED 274 412   PS 015 340

Federal Assistance to States to Prevent the Abuse of Children in Child Care Facilities. Hearings before the Subcommittee on Juvenile Justice of the Committee on the Judiciary. United States Senate, Ninety-Eighth Congress, Second Session (April 11 and September 18, 1984).

Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary.

REPORT NO.- Senate-Hrg.-98-1201
PUB DATE- 85
NOTE- 197p.; Serial No. J-98-111. Contains some pages of small type.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Child Abuse; Child Advocacy; *Child Caregivers; Children; Crime Prevention; *Day Care; Early Childhood Education; Employment Qualifications; Federal Government; *Federal Legislation; *Government Role; Hearings; Job Application; *Sexual Abuse; Standards
IDENTIFIERS- Congress 98th; *Juvenile Justice

These Congressional hearings provide the text of and materials related to proposed Senate Bill S. 521, intended to promote the public welfare by protecting institutionalized children from abuse, and Senate Bill S.1924, which would create a central federal file of sexual assault and child molesting arrests and convictions. This federal file would allow businesses and organizations that hire persons whose employment brings them into regular contact with children to have access to arrest or conviction records for the purpose of determining the suitability of job applicants. Testimony reflects the opinions and experiences of United States Senators, Congressmen, representatives from the Federal Bureau of Investigation, district attorneys, doctors, directors of clinics and child care centers, professional associations, and concerned parents. A substantial part of the hearings focus on federal assistance given to states to prevent abuse in child care facilities. Also included are excerpts from the President's Task Force on Victims of Crime; criteria for high quality early childhood programs developed by the National Association for the Education of Young Children; a statement submitted by the Washington, D.C. and Maryland Chapters of Society's League against Molestation; and an article on the scope, impact, and legal ramifications of sexual exploitation of children. (HOD)

ED 274 486 RC 015 929

McGranahan, David A.; And Others
Social and Economic Characteristics of the Population in Metro and Nonmetro Counties, 1970-80. Rural Development Research Report No. 58.
Economic Research Service (DOA), Washington, D.C.
PUB DATE- Sep 86
NOTE- 79p.
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Blacks; *Census Figures; *Economic Change; Educational Attainment; Employed Women; Employment Patterns; Family Income; Housing; Labor Force; *Population Trends; Poverty; *Rural Areas; Rural Population; *Rural Urban Differences; *Social Change
IDENTIFIERS- *Population Information

Changes in social and economic characteristics of metropolitan and nonmetropolitan area residents from 1970-80 are documented and compared with characteristics of the 1960s. Rural growth and change and rural-urban differences are emphasized in data on population, family, education, labor force, employment, income, poverty, and housing. All basic data are included in appendix tables derived from the United States censuses of population and housing for 1960,

1970, and 1980. Major changes discovered in rural counties include rapid growth in manufacturing, increasing numbers of working women with children, and a steep rise in single-parent families; more people migrated into nonmetropolitan areas from metropolitan areas during the decade than moved in the opposite direction. Other findings include: the service sector accounted for 73 percent of nonmetropolitan employment growth during the 1970s; over half the women with children worked outside the home in 1980 in both urban and rural areas; nonmetropolitan median income was only 79 percent of metropolitan income in 1979; poverty among the elderly fell nationwide from 27.3 percent in 1969 to 14.8 percent in 1979 and from 37 percent to 20.3 percent in nonmetropolitan areas. Tables, charts, and graphs throughout the text supplement the appendix tables. (LFL)

ED 274 500 RC 015 949

Newlin, Joe, Comp.; And Others
Educational Programs That Work in Rural Settings: A Sampler of Proven Exemplary Educational Programs and Practices. First Edition, 1987.
Rural Education Association, Fort Collins, CO.; Sopris West, Inc., Longmont, CO.
PUB DATE- 86
NOTE- 78p.
AVAILABLE FROM- National Rural Education Association, Office for Rural Education, Colorado State University, Fort Collins, CO 80523 ($3.00 for NREA Members, $4.00 nonmembers).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adoption (Ideas); Adult Basic Education; Basic Skills; Career Education; Computer Science Education; *Core Curriculum; *Demonstration Programs; *Diffusion (Communication); Early Childhood Education; Elementary Secondary Education; Information Networks; Inservice Teacher Education; Linking Agents; Program Content; Program Descriptions; *Rural Education; *Special Education; *Validated Programs
IDENTIFIERS- *National Diffusion Network; Rural Education Association

Compiled for rural educators, this catalog describes 58 exemplary educational programs available for adoption by any school through the National Diffusion Network (NDN), but selected with the needs and resources of rural schools in mind. Introductory sections explain the function of NDN and the role of NDN facilitators in assisting those seeking new programs to solve specific problems. A directory of facilitators is included. The bulk of the document consists of one-page program descriptions organized under the headings of content programs, special programs, and administrative programs. In addition to a summary of goals and strategies, information for each program includes audiences, staff and training requirements, costs of materials and training, services offered, and contact person. The 33 content programs cover reading, mathematics, health, critical thinking, science, drug education, vocabulary, and physical education. The list includes programs that motivate students to read more and watch television less, individualize movement education, and teach staff to infuse critical thinking skills into the basic curriculum. The 22 special programs cover computer literacy, computer-based instruction, careers, adult literacy, early intervention for handicapped students, comprehensive services for hearing impaired children, and curriculum for gifted and talented students. The three administrative programs deal with inservice teacher training. (JHZ)

ED 274 514 SE 047 201

Personnel Needs and Training for Biomedical and Behavioral Research. The 1985 Report of the Committee on National Needs for Biomedical and Behavioral Research Personnel.

Institute of Medicine (NAS), Washington, D.C.

SPONS. AGENCY- National Institutes of Health (DHHS), Bethesda, Md.

PUB DATE- 85

NOTE- 274p.; For a related report, see SE 047 202; for an earlier overall report, see ED 241 264.

CONTRACT- N01-OD-4-2102

AVAILABLE FROM- Committee on National Needs for Biomedical and Behavioral Research Personnel, Institute of Medicine, National Academy of Sciences, 2101 Constitution Ave., NW, JH-640, Washington, D.C. 20418.

LANGUAGE- English

EDRS Price - MF01/PC11 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Research/Technical (143)

DESCRIPTORS- Behavioral Science Research; *Biomedicine; Dentists; Government Role; *Graduate Medical Education; *Health Personnel; Higher Education; Medical Education; Medical Research; *Medical Services; *Medicine; Nursing Education; Physicians; Professional Personnel; *Researchers; Scientists; Trend Analysis

Designed to provide assistance in the assessment of the need for biomedical and behavioral research personnel, this report presents research findings related to specific medical careers. The review includes an examination of the system under which biomedical and behavioral scientists are trained for research careers and the United States government programs that support them. An introductory chapter provides an overview of the assessment procedures, findings, and recommendations. Specific study results are discussed for: (1) the clinical sciences (identifying trends in medical and dental schools); (2) basic biomedical sciences (including a survey of biotechnology firms and a market outlook for biomedical Ph.D.s); (3) behavioral sciences (explaining current supply/demand indicators); (4) health services research (providing definitions and examples of current health services research and identifying funding sources for this area); and (5) nursing research (examining doctoral programs and trends in nursing). A bibliography contains references from individual authors and also agency reports. Data from the assessment are provided in six appendices. (ML)

ED 274 542 SE 047 239

Grade 6 Mathematics. Student Achievement Testing Program Bulletin. 1986-87 School Year.
Alberta Dept. of Education, Edmonton. Student Evaluation and Data Processing Branch.
PUB DATE- Sep 86
NOTE- 27p.; For a related document, see SE 047 240.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computation; *Elementary School Mathematics; Foreign Countries; Geometry; Grade 6; Intermediate Grades; Mathematics Achievement; Mathematics Education; *Mathematics Tests; Number Concepts; Problem Solving
IDENTIFIERS- *Alberta

This is a sample of the final test for students in mathematics at the sixth-grade level in Alberta (Canada) schools. The test contains multiple-choice items and is divided into two sections. Section 1 contains 55 items related to numeration, operations and properties, measurement, geometry graphing, and problem solving. Section 2 consists of five basic-fact tests in addition, subtraction, multiplication, division, and mixed operations. Each basic-fact test contains 48 questions. In addition to the sample questions, this bulletin provides a general description of the test, the test blueprint, and an outline of the objectives to be tested. (RH)

ED 274 152 FL 015 962

Terry, Robert M.
Interrogative Competence. ACTFL Master Lecture Series.
Defense Language Inst., Monterey, Calif.
PUB DATE- Jan 82
NOTE- 48p.; Paper presented at the Defense Language Institute Foreign Language Center. (Presidio of Monterey, CA, January 1982).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Class Activities; *Communicative Competence (Languages); *Error Patterns; French; *Language Proficiency; *Questioning Techniques; Second Language Instruction; *Skill Development; Student Motivation

In language instruction, students do not learn to elicit needed information in the classroom or in real, everyday communicative situations because (1) the material they ask questions about in class is basically uninteresting to them, and (2) many student responses that would be incomprehensible to a non-English-speaking person are left uncorrected in class because they are understood by the teacher. Learners should acquire basic inquiry skills very early in their second-language career, premitting their active movement deeper into the language and permitting them to ask a native speaker what is being discussed, where things are, how to get needed objects, and how to find out what they should or should not say in a given context. In this case, communicative competence is a realistic objective because strong student motivation already exists. Learning activities leading to inquiry skills should be carefully sequenced from the outset, moving from mechanical learning to free communication through mechanical drills, meaningful drills, communicative drills, and communicative interaction and developing cognition, perception, abstraction, and interaction capabilities. It is possible to provide a wide variety of activities for practice in relatively natural pseudo-communication in class. Sample activities and a four-page bibliography are included. (MSE)

ED 274 215 FL 016 099

Mitchell, Rosamond
Language Learning in Education: What Research Should Be Done to Help Improve Learning?
PUB DATE- 85
NOTE- 13p.; In: Second Language Learning: Research Problems and Perspectives. Papers from a Conference on Second Language Learning (Birmingham, England, February 24-26); see FL 016 092.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Evaluative/Feasibility (142) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; *Classroom Techniques; *Cognitive Development; Educational Research; Foreign Countries; Language Research; Language Teachers; Learning Processes; *Learning Strategies; *Research Needs; *Second Language Learning; *Student Attitudes; Teacher Attitudes; Teacher Qualifications; Teacher Role
IDENTIFIERS- Great Britain

This paper attempts to show that the relationship between current theoretical understanding of the origin and acquisition of language and the process of second language classroom instruction requires a basis in empirical research. Areas in which this research is needed include the importance of the teacher, especially in relation to "teacher talk," language proficiency, views of learning and teaching, and expectations of their students; classroom processes, including the use of first and second languages, simplification and repair strategies, and the relative commitment to receptive versus productive language use; and the learner's role, including students' views on learning, and developmental or process-product aspects of learning. (MSE)

ED 274 286 HE 019 726

Report on Utilities Usage and Cost, 1980-81 to 1984-85.
Alabama State Commission on Higher Education, Montgomery.
PUB DATE- Feb 86
NOTE- 113p.; Statistical tables may not reproduce well.
LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Buildings; Community Colleges; *Energy; *Energy Management; Facility Requirements; *Fuel Consumption; Higher Education; *Public Colleges; State Colleges; Technical Institutes; Two Year Colleges; *Utilities
IDENTIFIERS- *Alabama; Energy Consumption

The consumption and cost of energy and other types of utilities by state college campuses were analyzed by the Alabama Commission on Higher Education. A focus of attention has been changes in energy usage per square foot from year to year as an indicator of the institutions' energy conservation and, over time, of the changing characteristics of energy efficiency of the campuses' facilities. Data on utilities usage and costs are provided for senior institutions, two-year colleges, junior colleges, technical colleges, and community colleges. Steps that were taken to produce the statistical tables and graphs include: heat values were calculated for reported fuel and steam consumption by year; electrical energy consumption was compiled for each class of building space; energy values per gross square foot of building floor area were calculated for fuels and steam, for electrical energy, and for total energy input; total purchased fuel and utilities costs, including water, sewage disposal, and solid waste disposal, were determined and average fuel and utilities costs per gross square foot were calculated; heating degree-days and cooling degree-days were determined for each reporting year; and graphs were prepared for institutions showing total energy consumption per gross square foot by year. A blank Quarterly Utilities Report and instruction are appended. (SW)

Weeks, Richard G., Jr.

Challenges of Conducting a Self-Study Process: Small Two-Year Institutions.

Northwest Community Coll., Powell, WY.
PUB DATE- 23 Mar 86
NOTE- 198p.; Paper presented at the Annual Meeting of the North Central Association of Colleges and Schools (91st, Chicago, IL, March 23-26, 1986).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accreditation (Institutions); *Administrative Organization; Administrator Role; Community Colleges; *Self Evaluation (Groups); *Small Colleges; Teacher Role; Two Year Colleges

A description is provided of the accreditation self-study process employed by Northwest Community College (NCC), along with a copy of the final self-study report. First, information is presented on how the current college organizational structure was used to conduct the self-study, including explanations of the role of the President's Advisory Committee as the steering committee for the study; and of the college's basic planning and budgeting units, standing committees, and administrators. Problems such as the heavy demands on the time of faculty members and difficulties meeting the schedule for completion of the self-study are discussed, along with the advantages for small colleges of using existing organizational structures rather than creating special self-study committees. Charts illustrating roles and responsibilities are also included. The bulk of the document consists of the self-study report which includes information on NCC's mission and goals, programs of instruction, students and student services, faculty, instructional support services, financial resources, physical facilities, community resources, and institutional dynamics. The report's numerous appendices include follow-up information on NCC graduates, and findings from a transfer comparison study, occupational student follow-up, and a student needs survey. (EJV)

ED 274 442 PS 016 062

Mohar, Carol J.
How to Be a Good Parent: Have a Good Child.
PUB DATE- Sep 84
NOTE- 24p.; Paper presented at the Families Alive Conference (Ogden, UT, September 14, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Rearing; *Etiology; *Genetics; *Individual Differences; *Infants; Nature Nurture Controversy; *Parent Child Relationship; *Personality Development
IDENTIFIERS- *Child Influence

It is a common article of belief that each child is unique. Action based on this belief, though, is rare. Researchers have largely neglected the question of the causes of children's individual uniqueness. But, when difficulties and serious problems arise in the course of child rearing, causality is located in the dynamics of family functioning. Recent research on various problems suggests that such a narrow functionalist view of causation is inadequate and reasserts the existence and importance of individual differences and their effects. Individual differences in children have been investigated by Thomas, Chess, and Birch (1956, 1968, 1977), who identified individual characteristics of 1-month-old infants and explored the extent to which those characteristics remained constant and influenced later psychological development. The researchers identified three temperament styles: the easy, difficult, and slow-to-warm child. Inheritability of individual characteristics of personality was researched by Buss and Plomin (1975) who found support for a genetic component in the temperament dimensions of emotionality, activity, sociability, but none for impulsivity. Both sets of authors advance an interactionist model of the relation between temperament and environment; other related studies support the interactionist view. Taken together, findings suggest specific ways that differences in children's temperament affect caretaker-child relationships and differences in parents' temperament affect their initial parenting practices. (RH)

Towards Universalization of Primary Education in Asia and the Pacific: Country Studies--Sri Lanka.

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia and the Pacific.

PUB DATE- 84
NOTE- 82p.; In: "Towards Universalization of Primary Education in Asia and the Pacific: Country Studies"; see PS 016 069.

AVAILABLE FROM- UNIPUB, 10033/F, Martin Luther King Jr. Highway, Lanham, MD 20706-4391 (Complete volume $52.50 in U.S. funds).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Administration; Curriculum Development; *Disadvantaged; Educational Finance; *Educational Improvement; Educational Legislation; *Educational Policy; *Elementary Education; *Equal Education; Foreign Countries; Nonformal Education; Program Descriptions; Teacher Education
IDENTIFIERS- *Sri Lanka

Sri Lanka's primary education program is described in this study. Chapter One discusses the present system of education, providing a brief history of the development of the educational system, a discussion of legal provisions concerning education, an overview of the school structure, as well as discussions of educational administration, teacher training and curriculum development, and educational finance. Chapter Two explores the accessibility of education, giving particular attention to disadvantaged sections of the population. Chapter Three discusses the national policy and plan for universal primary education. Implications of universal primary education concerning teacher supply and facilities are pointed out. Chapter Four reports significant developments, such as the development of management capabilities for principals of schools, clustering of schools, replacement of education circuits with school zones, multi-zone management and supervision, national assessments of education progress, implementation of literacy centers, quality improvement in primary education, initiatives of the National Institute of Education, and use of computers for data processing and program control. (RH)

DOCUMENT RESUME

ED 274 543 SE 047 240

Grade 6 Mathematics Curriculum Specifications.
Alberta Dept. of Education, Edmonton. Curriculum Branch.
PUB DATE- May 86
NOTE- 10p.; For a related document, see SE 047 239.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Design; Educational Objectives; Elementary Education; *Elementary School Mathematics; Grade 6; *Mathematics Instruction; State Curriculum Guides; *Time Management
IDENTIFIERS- *Alberta

This brief document presents the sixth-grade mathematics curriculum specifications for Alberta schools, developed by a committee of teachers, consultants, and provincial department personnel. The guidelines for the specifications are listed, followed by a table noting the percent of emphasis on numeration, operation and properties, measurement, geometry, graphing, problem-solving skills for each area, psychomotor skills, and attitudes. The next table indicates the percent of emphasis on each major objective for each subject matter area. Finally, suggested problem-solving strategies are listed. (MNS)

DOCUMENT RESUME

ED 274 560 SE 047 464

Vukasin, Helen L., Ed.
People's Participation in Development and the Management of Natural Resources. Report on the Caribbean Regional Workshop (Vieux Fort, St. Lucia, April 15-19, 1985).
CODEL, Inc., New York, NY.
PUB DATE- Dec 85
NOTE- 53p.; Sponsored by the Caribbean Conference of Churches, Caribbean Conservation Association (ECNAMP Project), and the Government of St. Lucia, Ministry of Agriculture.
AVAILABLE FROM- CODEL, Inc., Environment and Development Program, 475 Riverside Drive, Room 1842, New York, NY 10115.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Case Studies; *Citizen Participation; Community Action; *Community Development; *Community Organizations; Ecological Factors; Ecology; *Economic Development; *Environmental Education; Environmental Influences; Foreign Countries; Nonformal Education; Participative Decision Making; *Quality of Life
IDENTIFIERS- *Caribbean

This Caribbean Regional Workshop was organized to bring together representatives of private, voluntary, and community development organizations, governmental agencies, and other non-governmental organizations in the Eastern Caribbean who were concerned with environmental quality. The conference was intended to improve the level of citizen participation in development efforts aimed at satisfying human needs on an ecologically sustainable basis. This document summarizes the points made by the workshop's principal speakers and the substantive ideas brought forth in the discussion groups. Part one of the document deals with "People's Participation: Issues, Elements, Strategies." Part two includes case studies presented at the workshop from St. Lucia, the Dominican Republic, other Caribbean Islands, and from Canada. The appendices include a statement of purpose and objectives of the workshop, a summary of the workshop program, an evaluation of the workshop, and a listing of participating agencies. (TW)

DOCUMENT RESUME

ED 274 575 SO 017 528

Hunt, David
A Comparison of the Effectiveness of Overhead Projection and Chalkboard in Teaching Music Notation.
PUB DATE- 77
NOTE- 85p.; Research report for master's degree, William Paterson College, New Jersey.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Affective Measures; Chalkboards; Cognitive Measurement; Elementary Education; Grade 4; *Instructional Effectiveness; *Music Education; *Overhead Projectors; Pretests Posttests

A research project was designed to test two hypotheses concerning the teaching of music notation: (1) the overhead projector would prove superior to the chalkboard as a teaching aid; and (2) the use of the overhead projector would cause students to retain knowledge better and score higher on standardized music tests. The study involved 93 students from 4 fourth grade classes in a suburban school in New Jersey. Two classes comprised the experimental group which was taught music notation fundamentals using an overhead projector. The other two classes, which formed the control group, were taught the same music fundamentals using a chalkboard. Prior to the 5-week instruction period, a survey of music in the home and musical preferences was conducted and a pretest on music notation fundamentals was given. Posttests on music notation fundamentals were given at the end of the instructional period. Data analysis indicated that those taught using a chalkboard showed greater improvement and better performance on tests than those taught using an overhead projector, contradicting both hypotheses. (BZ)

DOCUMENT RESUME

ED 274 591 SO 017 572

Alston, Lee
The U.S. Farm Problem.
Pacific Academy for Advanced Studies, Los Angeles, CA.
PUB DATE- 85
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Agricultural Trends; *Agriculture; Agronomy; *Economics; *Farmers; *Federal Aid; Federal Programs; Higher Education; Resource Materials; Secondary Education; Soil Conservation
IDENTIFIERS- Farmland; Farm Population; *Supply and Demand

Intended to provide teachers with an analysis of contemporary United States agriculture, this analysis begins with an overview of the farm community focusing on the income distinction between wealthy commercial farmers and other farmers. The cause of farm unrest is that earnings are too low relative to expenses. The problems of declining farm incomes and land values are described. Major factors contributing to the farm problem are discussed and include: bad weather, reduced inflation, the increase in the value of the dollar, inappropriate agricultural policy, and productivity increases. Past government policies have failed to provide a solution because the people who benefit from an increase in agricultural prices and increases in government price supports are the current owners of farm resources. New proposals to help the farm problem include a governmental conservation plan to reduce supply and thus raise prices, but its impact is projected to be marginal. Two governmental policies are suggested that may greatly reduce the prospects of agricultural boom and bust: (1) promotion of free international trade in agricultural goods and (2) providing a stable macroeconomic policy to reduce inflationary expectations in land value. Tables illustrating farm income, farm community financial characteristics, interest rate comparisons, and farm real estate change are included. (TRS)

DOCUMENT RESUME

ED 274 606 SO 017 590

Otto, Robert
Logical Reasoning Patterns in Students and Social Studies Instruction.
PUB DATE- Apr 86
NOTE- 8p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cognitive Development; Cognitive Processes; *Curriculum Development; Developmental Psychology; Elementary Secondary Education; *Learning Strategies; Logical Thinking; *Piagetian Theory; Science Education; *Social Studies; *Teacher Education; Teaching Methods

Social studies education would benefit greatly if curriculum development was more directly linked to developmental child psychology based on Piagetian models of concrete operations. A science education program based on this model of concrete experiences is cited and positive results for both students and teachers are noted. Two social studies curriculum programs ("Man: A Course of Study" and "The Family of Man") and several Piagetian-based research studies provide positive evidence that all instruction should employ concrete operations with some exposure to formal operations, but not the reverse, a design found commonly in social studies textbooks. The cited models suggest a key for the development of social studies methods textbooks. Five ways that the social studies could benefit from Piagetian-based research are described including relating materials to cognitive stage development, preservice and inservice teaching training, federal assistance application, more concrete/manipulative material awareness and implementation, and more concentrated efforts to encourage the application of Piaget's developmental psychology by creative social studies educators. (TRS)

DOCUMENT RESUME

ED 274 621 SO 017 654

Cornbleth, Catherine
The Persistence of Myth in Curriculum Discourse.
PUB DATE- Apr 86
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Christianity; *Cognitive Processes; Curriculum Design; *Developmental Stages; *Educational Theories; Higher Education; Memorization; *Mythology; Rote Learning; Skill Development; *Skills

Myth is integral to modern as well as ancient societies in its service to multiple interrelated social functions. Among these are to explain phenomena and direct action, to justify particular interests or practices, to dramatize ideals, and to provide cultural cohesion. Three prevailing myths that are especially problematic are the myths of thinking skills, the right answer, and stages/styles of cognition and learning. The purpose of this paper is to explain the appeal of these myths, the assumption being that such understanding can prompt the modification of old myths or the creation of new ones more compatible with the professed goals of schooling in democratic states, for example, to promote the acquisition of valued knowledge, and to contribute to social justice. Related to the abstract quality and scientific veneer of modern myth is the appearance of universalism. What is created is decontexualized and made to seem universal. The myth of thinking skills can be seen as a manifestation of a western middle class world view and psychology made to appear universal. Myth is perpetuated in part because it supports the political, economic, or cultural interests of groups that are dominant in the larger society, justifying what might otherwise be viewed as discriminatory practices. Not all myths are pernicious, however, and since myth is integral to social life, what is needed is a reconstruction of both myth and curriculum, a process that requires moving beyond prevailing conceptions to consider and create alternatives. A 7-page reference list is appended. (BZ)

DOCUMENT RESUME

ED 274 638 SP 028 063

Alaska Secondary Health Education Model Curriculum Guide. Second Edition.
Alaska State Dept. of Education, Juneau.
PUB DATE- Aug 86
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; Family Health; *Health Education; Hygiene; Mental Health; Nutrition; Public Health; Secondary Education; *Secondary School Curriculum
IDENTIFIERS- Alaska

Guidelines are offered for developing a curriculum in health education for grades nine through twelve. Learning activities are outlined in the areas of personal health, family health, nutrition, mental-emotional health, and community health. The guide lists Topics/Concepts, Learning Outcomes/Objectives, and Sample Learning Activities in three columns. "Topics/Concepts" describe the major parts of the subject under consideration. They define broadly the content to be included in the study of each subject area. "Learning Outcomes/Objectives" describe, in general terms, the behaviors which students are expected to demonstrate as a result of their learning experiences. Sample Learning Activities" are indicators of student progress toward the stated goals, i.e, the learning outcomes. (JD)

DOCUMENT RESUME

ED 274 654 SP 028 141

Feiman-Nemser, Sharon; Buchmann, Margret
When Is Student Teaching Teacher Education? Research Series No. 178.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 86
NOTE- 48p.
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($4.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cooperating Teachers; Elementary Secondary Education; Higher Education; *Learning Processes; *Preservice Teacher Education; *Program Effectiveness; Program Improvement; Student Teachers; *Student Teaching; Teacher Education Programs; *Teaching Experience

This paper presents a conceptual framework that relates empirical aspects of student teaching (facts about the experience) to considerations of value (what student teachers ought to learn). First, the report explains what is meant by calling student teaching an "occasion for teacher learning." Next, based on observational and interview data, two cases of student teaching are presented to illustrate how the relative influence of program, setting, and participants interact to shape opportunities for teacher learning. One teaching episode that elicited considerable pride in each student teacher is presented to highlight how and what the student teachers learned. The conclusion appraises the lessons learned in student teaching in terms of the framework and suggests how teacher educators can increase the educative power of the student teaching experience. (Author)

DOCUMENT RESUME

ED 274 670 TM 860 436

Hilton, Thomas L.
Changes in Student Achievement and Behaviors: A Cross-Sectional Analysis, 1972-1980.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 86
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
CONTRACT- 300-83-0247
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Comparative Analysis; *Educational Trends; Family Role; Longitudinal Studies; Mathematics Skills; Reading Skills; School Demography; *Scores; Secondary Education; *Standardized Tests; Student Attitudes; Student Behavior; *Trend Analysis; Vocabulary Skills
IDENTIFIERS- *High School and Beyond (NCES); National Center for Education Statistics; National Longitudinal Study High School Class 1972; Scholastic Aptitude Test; Test Score Decline

There were declines on achievement tests between 1972 and 1980. This study, the first part of A Study of High School Excellence, was designed to document changes in the achievement of high school seniors between 1972 and 1980, to identify the school and student factors related to these changes, and to examine the policy implications of the findings. Information on 1972 high school seniors and their schools comes from the National Center for Education Statistic's (NCES) National Longitudinal Study of the High School Senior Class of 1972. Data on 1980 high school seniors and their schools were drawn from a second NCES longitudinal study, High School and Beyond. Student achievement was measured by achievement tests in vocabulary, mathematics and reading administered to seniors at the time of the surveys. A "step down" analysis of covariance was used to estimate how 1972-1980 changes in population demographics, student behavior, school characteristics and home educational support system affected the average score decline. Findings suggested that the major factor contributing to test score decline was a decreased academic emphasis in the educational process. (JAZ)

DOCUMENT RESUME

ED 274 685 TM 860 552

Sebring, Penny A.
Raising High School Graduation Requirements: A Look at the Assumption and the Evidence.
PUB DATE- Oct 85
NOTE- 27p.; Paper presented at the Joint Annual Meeting of the Evaluation Network and the Evaluation Research Society (Toronto, Canada, October 1985).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Tests; Aptitude Tests; College Entrance Examinations; *Course Selection (Students); *Graduation Requirements; High School Graduates; *High Schools; Required Courses; Scores; Secondary School Curriculum; *State Standards; Track System (Education)
IDENTIFIERS- California; High School and Beyond (NCES); Illinois; New York; Ohio; Pennsylvania; Scholastic Aptitude Test; Washington

Data from the Scholastic Aptitude Test (SAT) and achievement tests and from the High School and Beyond Survey were examined to explore: (1) differences among states in the amount of coursework taken by high school students; (2) differences across states in SAT achievement test scores; (3) the relationship between course taking and achievement; and (4) implications for curriculum. High School and Beyond data were available from New York, California, Pennsylvania, Washington, Illinois, and Ohio. SAT and achievement test scores were available for California and New York. Results indicated that New York and Pennsylvania students in academic, general, and vocational tracks received at least one more year of academic coursework than did the other students. Students in the academic tracks generally completed two or more years of academic courses than general track students, who completed one more year than vocational students. The credits earned in English and social studies were similar in all states, but there were substantial differences for foreign languages, mathematics, and science. Tracking was associated with different course selections, as was whether students were college bound versus noncollege bound, though New York and Pennsylvania students spent more time in academic study--on the average about one and one-half years of coursework regardless of whether they were college bound or noncollege bound. New York and California SAT achievement test-takers did not earn comparable scores on their achievement tests, and it was found that differences in amount of coursework had an impact on achievement. Comments are made regarding tracking and increasing graduation requirements. (GDC)

ED 274 544 SE 047 241

Grade 12 Diploma Examination. Mathematics 30. January 1986.
Alberta Dept. of Education, Edmonton.

PUB DATE- Jan 86
NOTE- 28p.; For the June 1986 examination, see ED 273 478.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Algebra; Foreign Countries; *Grade 12; *Mathematics Achievement; *Mathematics Instruction; *Mathematics Tests; Problem Solving; Secondary Education; Secondary School Mathematics; Trigonometry
IDENTIFIERS- Alberta

This is the final test for students in the twelfth-grade course Mathematics 30, offered in schools in Alberta, Canada. It contains 52 multiple-choice questions and five written-response problems, with two-and-one-half hours allowed for completion. Approved calculators may be used. Scoring is done by the provincial education department. (RH)

ED 274 576 SO 017 529

Elementary Art Instructional Guide, Grades K-6.
Montgomery County Public Schools, Rockville, Md.
PUB DATE- 86
NOTE- 178p.; For grades 9-12, art instructional guide, see SO 017 556. Photographs may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aesthetic Education; *Art Education; Behavioral Objectives; *Elementary Education; Learning Activities; Lesson Plans; Teaching Guides

Created to support aesthetic education for grades K-6, this document provides a scope and sequence for instruction which art teachers can use. Areas covered include: drawing, painting, collage, printmaking, textile arts, puppetry, architecture, environmental design, film-making, and commercial art. Detailed outlines of concepts, performance objectives, materials, vocabulary lists, procedures, assessment measures, resources, and related instruction are provided for each lesson. A table showing the match between the lessons and the instructional objectives and a bibliography are included for each area of study. The appendices include: (a) instructional objectives and sample letters to parents describing the program goals and objectives; (b) a film list; (c) community resources for art teachers; (d) a glossary with terms grouped by grade level; (e) Shorewood Art Reproductions; (f) discussion supplement for the Shorewood Series, "Art of Black America"; (g) an art program for Head Start; and (h) art instruction for children with specific learning disabilities. The text is illustrated with photographs, charts, and line drawings. (SW)

ED 274 639 SP 028 064

Alaska Elementary Physical Education Model Curriculum Guide. Second Edition.
Alaska State Dept. of Education, Juneau.

PUB DATE- Aug 86
NOTE- 77p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; Elementary Education; *Elementary School Curriculum; Lifetime Sports; Motor Development; Physical Activities; *Physical Education; Physical Fitness; Physical Health; Team Sports
IDENTIFIERS- Alaska

Guidelines are offered in this manual for developing a physical education curriculum for grades one through eight. The primary objective for the curriculum is the development of physical fitness, and also motor and life skills in students. Activities are recommended in the areas of team and individual sports, aquatics, and rhythm and dance. The guide lists Topics/Concepts, Learning Outcomes/Objectives, and Sample Learning Activities. "Topics and Concepts" define broadly the content to be included in the study of each subject area. "Learning Outcomes and Objectives" describe the behaviors which students are expected to demonstrate as a result of their learning experiences. "Sample Learning Activities" are given as indicators of student progress toward the stated goals, i.e., the learning outcomes. (JD)

ED 274 561 SE 047 465

Jacobs, Linda
Environmentally Sound Small-Scale Livestock Projects. Guidelines for Planning Series Number 5.
CODEL, Inc., New York, NY.; Heifer Project International, Little Rock, AR.; Volunteers in Technical Assistance, Alexandria, VA.; Winrock International Inst. for Agricultural Development, Morrilton, AR.
REPORT NO.- ISBN-0-86619-245-X
PUB DATE- 86
NOTE- 163p.
AVAILABLE FROM- VITA Publication Services, 1815 North Lynn Street, Suite 200, Arlington, VA 22209.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- *Agricultural Production; Agronomy; *Animal Husbandry; Developing Nations; *Ecological Factors; Ecology; *Environmental Education; *Farm Management; Foreign Countries; *Livestock; Nonformal Education; Quality of Life; Soil Conservation; Soil Science; Waste Disposal
IDENTIFIERS- *Third World

This document was developed in response to the need for simplified technical information for planning environmentally sound small-scale projects in third world countries. It is aimed specifically at those who are planning or managing small-scale livestock projects in less-developed areas of the tropics and sub-tropics. The guidelines included in the manual stress: (1) ecological principles that relate to livestock production; (2) the role of livestock in the local farming system; (3) environmental factors that affect the success of a livestock project; and (4) environmentally sound livestock management practices. Specific chapters in the book deal with basic ecological principles, planning, livestock characteristics, the soil and its nutrient cycles, management of wastes and nutrients, health and husbandry, agricultural systems, and making the planning process work. The appendices include ecological mini-guidelines for community development projects, and a five-page bibliography of related documents, along with an address list for each source. (TW)

ED 274 592 SO 017 573

Boskin, Michael J.
Thinking about Tax Reform.
Pacific Academy for Advanced Studies, Los Angeles, CA.
PUB DATE- 85
NOTE- 6p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Change Strategies; *Economics; *Finance Reform; Government Role; Money Management; Resource Materials; Secondary Education; Tax Effort; Taxes; *Tax Rates
IDENTIFIERS- Congressional Bills; Reagan Administration; Smith (Adam); Tax Bases; *Tax Equity

Providing pre-college teachers with an analysis of tax reform is the primary goal of this publication. The present tax system is both inefficient and inequitable. Three goals of tax reform proposals are detailed: (1) fairness--the dimensions of horizontal equity, or equal treatment of equals however defined, and vertical equity, reflecting the degree of the tax structure progress, (2) economic efficiency--the issues of substantial costs, high-low rates, and the appropriate tax base; and (3) simplicity--which may be the first goal sacrificed. These coincide with Adam Smith's goals of equality, certainty, convenience of payment, and economy in collection. Basic features of current tax laws are compared to two major reform plans, the Reagan Plan and the Ways and Means Plan. Advantages of each plan are noted, with the conclusion that the Reagan Plan is preferable with respect to the goals of tax reform. Major reform may have to wait until the budget deficit problem is solved. Tables of federal revenue sources and comparison of current law and reform plans are included. (TRS)

ED 274 607 SO 017 591

Madison, James H.
Liberty, Power, and the American Constitutional Heritage.
Indiana Council for Social Studies.; Social Studies Development Center, Bloomington, Ind.
SPONS. AGENCY- Indiana Committee for the Humanities, Indianapolis.
PUB DATE- 9 Oct 86
NOTE- 12p.; Presented the Roundtable Meeting on the Constitution in the Education of Citizens (Gary, IN, October 9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Citizenship Education; *Civil Liberties; *Constitutional History; *Freedom of Speech; Government (Administrative Body); Government Role; Secondary Education; Social Studies; *United States History
IDENTIFIERS- Bill of Rights; Freedom; *Power; *United States Constitution

The principles, values, and issues of our constitutional heritage that should be emphasized in citizenship education are based on the concepts of liberty and power. The Constitution is not a sacred icon formulated by immortals, but rather a changing and controversial framework guided by a diverse group of practical politicians, sensitive to their own condition, willing to compromise, and able to borrow from the best political thought in the western world. Most importantly, they learned that power must be limited and carefully watched if liberty is to be preserved. Three issues constitute the origins, pervasiveness, and the heart of the Constitution for citizenship education: (1) separation of powers and checks and balances, designed to prevent corruption and protect liberty by intentionally and necessarily forcing the branches of government to avoid quick and simple solutions; (2) federalism, the idea that states' rights protect against encroachment of federal authority and provide a governmental forum for local citizens; and (3) civil liberties, which most easily bring to the surface the tensions between liberty and power by raising the question of protection afforded by the Bill of Rights. (TRS)

ED 274 655 SP 028 142

Goodman, Jesse
The Socialization of Potentially Empowered Preservice Teachers: A
  Case Study and Theoretical Analysis.
PUB DATE- 86
NOTE- 43p.; Paper presented at the Bergamo Curriculum Theory and
  Practice Conference (Dayton, OH, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
  Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Creative Teaching; *Critical Thinking; Decision Making;
  Elementary Secondary Education; Higher Education; Instructional
  Innovation; Preservice Teacher Education; *Socialization; *Student
  Teachers; *Teaching Styles

"Empowered" teachers carefully consider the content of what is taught to children, are active in developing original curriculum based upon their own and/or their pupils' interests, and are able to creatively use materials, personal talents, and innovative resources in planning and implementing learning activities. This paper reports the findings of an interpretive field study of 10 "potentially empowered" elementary preservice teachers during their student teaching semester. After outlining the sampling procedures and research methods, a description is given of the "social world" within which these student teachers were placed, and the constraints they encountered. The political tactics and teaching strategies these teachers employed in response to this environment are presented. These included five distinctive tactics employed during their initiation into the teaching profession: (1) overt compliance during the first few weeks; (2) critical compliance; (3) accommodative resistance; (4) resistant alteration of instructional routine; and (5) transformative action and making individual curricular and instructional decisions. The idea of empowered teaching is examined in the light of the study's findings. Three pages of references and a list of informants' responses to the study are appended. (JD)

ED 274 671 TM 860 522

McLarty, Joyce R.; Rakow, Ernest

Low-Inference Observation in the Evaluation of Tennessee's Career Ladder Teachers.

PUB DATE- Apr 86
NOTE- 28p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, CA, April 17-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Career Ladders; *Classroom Observation Techniques; Correlation; Effect Size; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Factor Structure; *Performance Factors; Scores; State Programs; *Teacher Evaluation
IDENTIFIERS- Tennessee; *Tennessee Career Ladder Program

This paper explores the functioning of the low-inference observation system used as part of the Tennessee Career Ladder evaluation system, which provides teachers with the opportunity to qualify for additional pay on the basis of outstanding performance. The analysis of the functioning of this form is intended to provide the basis for the ongoing improvement of Career Ladder evaluations and to increase understanding of the role of low-inference observation in the evaluation of teachers. The data reported are taken from Career Ladder data from the 1984-85 evaluation, but the metric used is not the same as that used in the actual evaluations. A number of changes in instrumentation and scoring methods were made after the 1984-85 evaluations. Data are based on a random sample of 275 teachers statewide and on actual evaluations of 3,132 teachers in 1984-85. The following conclusions were made: (1) the choice of aggregation level determines the nature of the analytic outcome; (2) the choice of scoring method exerts a powerful influence; and (3) the potential of pattern scoring is matched by the difficulty of developing meaningful scoring formulae. An appendix includes the observation form. (JAZ)

ED 274 686 TM 860 553

Evans, Ellis D.; Klockars, Alan J.
Prediction of Early School Achievement from the Slingerland Screening Tests and Cognitive Ability.
PUB DATE- 86
NOTE- 25p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Cognitive Tests; Correlation; Grade 1; Kindergarten; *Learning Disabilities; *Predictive Validity; Primary Education; *School Readiness Tests; *Screening Tests; Student Placement; Test Validity
IDENTIFIERS- California Achievement Tests; Cognitive Abilities Test; Comprehensive Tests of Basic Skills; Discrepancy Analysis; Ravens Coloured Progressive Matrices; *Slingerland Screening Tests

The power of the Slingerland Screening Tests was examined, and a discrepant performance index was developed between cognitive measures to predict early school achievement and class placement for children at risk for specific language disabilities. Subjects were two successive cohorts of entering kindergarten children for whom Slingerland Tests scores and scores from either the Cognitive Abilities Test or the Raven Coloured Progressive Matrices were obtained. Correlational analysis was performed using these scores, subsequent kindergarten achievement and first-grade class placement for both cohorts, and first-grade achievement for the first cohort. Modest predictive validity for the Slingerland Tests was observed, stronger than the Raven Test and weaker than the Cognitive Ability Test for overall achievement. Weak but significant class placement prediction was also observed for the Slingerland Tests. An index based upon discrepant performance on the Slingerland and the more standard measures of mental ability produced inconsistent results and was redundant with single measures of general ability used alone. (Author/GDC)

Poole, Millicent E.; Cooney, George H.

Orientations to the Future: A Comparison of Adolescents in Australia and Singapore.

PUB DATE- 86
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Affection; *Demography; Females; Foreign Countries; *Futures (of Society); Males; Nuclear Warfare; Secondary Education; Social Indicators; *Student Attitudes; *Values
IDENTIFIERS- *Australia (Sydney); *Singapore

Using an event listing approach, this study examined the personal and societal future orientations of 15 year old males and females in Singapore and Sydney. Three aspects were examined: content, affect, and time-span. Overall, the study found that adolescents perceived their personal and societal futures in separate non-interlocking planes, seeing more pleasant, proximal, personal futures and more unpleasant, distal, societal futures, especially in relation to nuclear war and political problems. Demographic and personal construct variables influenced this general pattern of future orientation. (Author)

ED 274 545 SE 047 244

Grade 12 Diploma Examination. Physics 30. January 1986.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jan 86
NOTE- 31p.; For the June 1986 examination, see ED 273 476.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Foreign Countries; *Grade 12; High Schools; *Physics; Science Education; *Science Tests; Secondary Education; *Secondary School Science
IDENTIFIERS- *Alberta

Physics 30 is a twelfth-grade physics course for students in Alberta, Canada. This document is a final test for the course. Intended for administration during January 1986, it contains 56 multiple-choice questions and four written-response problems. Two-and-one-half hours are allowed for completing the test. No answer key is included since scoring is done by the provincial education department. (ML)

Banks, James A.
Cultural Diversity in Western Societies: Challenges and Opportunities.
PUB DATE- Mar 86
NOTE- 19p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum and Development (San Francisco, CA, March 1-4, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Citizenship Education; Cultural Background; *Cultural Differences; *Cultural Pluralism; Elementary Secondary Education; *Ethnicity; *Global Approach; Immigrants; *Multicultural Education

The tremendous racial, ethnic, and cultural diversity that characterizes Western societies today presents both challenges and opportunities. Ethnic conflict and tension are inevitable consequences of pluralistic societies. People must learn to live with a degree of conflict and tension in a culturally diverse nation-state. However, citizens should also formulate policy and strategies to reduce ethnic conflicts and tensions. This can be achieved by formulating and implementing educational policies that promote the structural inclusion of all ethnic, racial, and cultural groups into the nation-state. While pluralism is a challenge to Western nation-states, it is also an opportunity. It provides a source of innovation and helps a society to perceive problems in new ways and to develop innovative solutions. Structurally excluded ethnic and cultural groups also serve as a moral conscience for the nation-state by challenging it to close the gap between its democractic ideals and its social realities. To maximize the possibilities for benefits to result from cultural and ethnic diversity, the nation-state must validate the cultures of its diverse groups and help their members to develop clear reflective, and positive cultural, national, and global identifications. Two diagrams, "The Expanding Identifications of Students" and "The Stages of Ethnic and Cultural Development" are included, as is a 23 item bibliography. (CBS)

ED 274 623 SO 017 663

Overseas American Sponsored Elementary and Secondary Schools Assisted by the U.S. Department of State.

Department of State, Washington, D.C. Office of Overseas Schools.

PUB DATE- Jan 86
NOTE- 35p.; Small print may affect legibility of document.
AVAILABLE FROM- Office of Overseas Schools (A/OS), Room 234, SA-6, U.S. Department of State, Washington, DC 20520.

LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Educational Facilities; *Elementary Schools; Elementary Secondary Education; *Foreign Countries; Guides; Reference Materials; *School Location; *Secondary Schools

The Office of Overseas Schools of the United States Department of State provides assistance to independent overseas schools which meet certain legislative criteria. The basic purposes of the assistance are to ensure that adequate educational opportunities exist for the dependents of government personnel stationed overseas, and to encourage and assist schools which demonstrate United States educational philosophy and practice within the countries in which they are located. The directory covers five geographic areas (Europe, Africa, Near East and South Asia, East Asia, and American Republics) with specific geographic locations listed alphabetically under each main area. The name and title of each school's chief administrator and the name, address, and telephone number of the school are given under each location listed. Also listed are the enrollment, the grades included in the regular program, and whether supervised correspondence work is offered at certain grade levels. The lists include the names and addresses of overseas schools which received direct or indirect assistance from the Office of Overseas Schools in Fiscal Year 1985. (BZ)

Excellence in the Making.
Illinois State Commission on the Improvement of Elementary and Secondary Education, Springfield.
PUB DATE- Jan 85
NOTE- 31p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Improvement; Elementary Secondary Education; Extended School Year; *Organizational Development; *School Administration; *School Personnel; State Action; *State Standards; Teacher Certification; Teacher Recruitment
IDENTIFIERS- *Illinois

This report contains the findings and recommendations of a special time-limited commission that examined the status of education in Illinois. Conclusions are presented on the Commission's two basic theme questions: "How adequate are the state's expectations for instructional standards and pupil performance across all ages?" and "How can we assure that our schools are adequately preparing youth for higher education and/or the public/private employment sector?" Conclusions reflect considerations of standards and requirements for pupils, curriculum, the role of parents, governance, school personnel preparation, and organization and resource/time allocation. Recommendations are presented in three sections dealing with: (1) instructional standards and pupil performance; (2) school personnel; and (3) organization and administration. Each sections begins with an introduction, continues with problem statements, and then presents specific recommendations for state or local action. The recommendations are action oriented and intended to serve as guidelines for further review and action in school improvement endeavors. (JD)

ED 274 546 SE 047 245

Grade 12 *Diploma Examination. Biology 30. January 1986.*
Alberta Dept. of Education, Edmonton.

PUB DATE- Jan 86
NOTE- 40p.; For the June 1986 examination, see ED 273 474.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Biology; Foreign Countries; *Grade 12; High Schools; Science Education; *Science Tests; Secondary Education; *Secondary School Science
IDENTIFIERS- *Alberta

Biology 30 is a twelfth-grade biology course for students in Alberta, Canada. This document is a final test for the course. Intended for administration during January, 1986, it contains 80 multiple-choice questions and nine written-response questions. Two-and-one-half hours are allowed for completing the test. No answer key is included since scoring is done by the provincial education department. (ML)

ED 274 562 SE 047 469

Future Directions in Computational Mathematics, Algorithms, and Scientific Software. Report of the Panel.

Society for Industrial and Applied Mathematics, Philadelphia, PA.

SPONS. AGENCY- National Science Foundation, Washington, D.C.
PUB DATE- 85
NOTE- 53p.
GRANT- DMS-8503483
AVAILABLE FROM- Society for Industrial and Applied Mathematics, 1400 Architects Building, 117 South 17th Street, Philadelphia, PA 19103-5052 (No charge while supply lasts).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - General (140)
DESCRIPTORS- Algorithms; Computers; *Computer Science; Computer Software; *Federal Aid; Financial Support; Higher Education; *Interdisciplinary Approach; Laboratories; *Mathematical Applications; Mathematical Models; Research Methodology
IDENTIFIERS- *Computational Mathematics

The critical role of computers in scientific advancement is described in this panel report. With the growing range and complexity of problems that must be solved and with demands of new generations of computers and computer architecture, the importance of computational mathematics is increasing. Multidisciplinary teams are needed; these are found in most advanced and industrial laboratories, but rarely in universities. The existing educational opportunities are not producing the required personnel to meet substantial shortages. Therefore, the panel strongly recommends increased federal support for: (1) research in computational mathematics, methods, algorithms, and software for scientific computing; (2) the development of interdisciplinary research teams; (3) the establishment and continued operation of a suitable research infrastructure for the teams; (4) graduate and post-doctoral students directly involved in the research of some interdisciplinary team; and (5) young researchers and cross-disciplinary visitors. In the second section, research opportunities in a number of mathematical areas are described. New modes of research are discussed next, followed by comments on educational needs and a final section on funding considerations. Appendices contain a list of related reports, information on laboratory facilities for scientific computing, and letters and position papers. (MNS)

ED 274 593 SO 017 574

Grade 6 Social Studies Achievement Test: Provincial Report, Student Evaluation.

Alberta Dept. of Education, Edmonton.

PUB DATE- Oct 85
NOTE- 47p.; For related documents, see SO 017 577-579.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Achievement Rating; Achievement Tests; Competence; Educational Testing; Foreign Countries; Grade 6; Intermediate Grades; *Social Studies; Statistical Data; Test Results
IDENTIFIERS- Alberta

Test components and results of the Grade 6 Social Studies Achievement Tests in Alberta, Canada administered to 28,566 students are described in this booklet. All questions were drawn from three prescribed topics: Topic A--"How People in Earlier Times Met Their Needs"; Topic B--"How People in Eastern Societies Meet Their Needs Today"; and Topic C--"Meeting Needs Through Local, Provincial, and Federal Government." The test had two components: Part A consisting of 50 multiple-choice questions and worth 70% of the total score; and Part B, worth 30% of the total, consisting of four short answer questions and a composition. The provincial average score on the total test was 59.17%. On Part A, the average score was 59.8%. Achievement was not uniform among the reporting categories, and students achievement was highest on Topic A and lowest on Topic C. On Part B, the average score was 57.3%. Student achievement was higher on short answer questions than on the composition. Overall, the standard established for this test was met by 86.3% of the students. Among the topics discussed in the booklet are test design, development, and description; test administration; scoring; results and observations; and interpretations of jurisdictional results. An appendix supplies the written-response questions and excerpts from the scoring guide. (TRS)

ED 274 608 SO 017 592

Bruening, William H.
We, the People.
Indiana Council for Social Studies.; Social Studies Development Center, Bloomington, Ind.
SPONS. AGENCY- Indiana Committee for the Humanities, Indianapolis.
PUB DATE- 16 Oct 86
NOTE- 13p.; Paper presented at the Roundtable Meeting on the Constitution in the Education of Citizens (Fort Wayne, IN, October 16, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Citizen Participation; *Constitutional History; United States History; *Voting Rights

The meaning of the Constitution is reflected in its preamble, which lists the reasons for framing the Constitution; but, in turn, the rights of the people are either not mentioned or relegated to some tangential concern. The first three articles of the Constitution reveal that "we the people" is determined by the states as well as the crucial issue of who may vote in our representative form of government. The Northwest Ordinance, taking a more enlightened view, included many of the rights currently taken for granted but not mentioned in the forthcoming Constitution. The Bill of Rights, no matter how necessary they seem for political rights, includes nothing about the definition of citizenship and does not mention Indians or Blacks. Clearly then the Constitution and its first ten amendments excluded many from full participation in the political process. Not until Articles 15 and 19 were ratified could Blacks and women vote. Further discussion centers on the lowering of the voting age to 18 and the failure of an anti-discrimination amendment based on sex. Finally, the notion of representative democracy requires the fullest possible participation, but large numbers of people seldom vote. Yet that refusal to vote is also a right. (TRS)

ED 274 656 SP 028 144

Teacher Salary Study 1985-1986.

South Carolina State Dept. of Education, Columbia.
PUB DATE- Feb 86
NOTE- 110p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Elementary Secondary Education; Librarians; School Counselors; *State Norms; Teacher Employment; *Teacher Salaries
IDENTIFIERS- *South Carolina

Teacher salary schedules are presented for those teachers in South Carolina who possess a professional or "A" certificate and are employed for a regular school term. Schedules are presented for the 92 geographic school districts and two special school districts, Palmetto Unified School District, and South Carolina Department of Youth Services. The ranks of the salary schedule values and the average salary values are displayed only for the 92 geographic school districts. Salary information is provided for teachers, librarians and guidance counselors and displayed according to degree level. Highlights of the study are included. (JD)

ED 274 672 TM 860 524

Bangert-Drowns, Robert L.; And Others
Effects of Frequent Classroom Testing.
PUB DATE- Apr 86
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Classroom Techniques; Correlation; Criterion Referenced Tests; *Effect Size; Higher Education; High Schools; *Mastery Tests; *Meta Analysis; Student Attitudes; *Testing
IDENTIFIERS- *Adjunct Questions

The educational effects of frequent classroom testing have been studied and discussed since the early part of this century. Many possible reasons for its presumed benefits have been offered, such as increased practice, review, improved course organization, and frequent opportunities for feedback. However, reviewers of evaluations of frequent testing have been unsure about whether the benefits are real. The present review makes two contributions to this discussion. First, it distinguishes the research on frequent classroom testing from two related areas, research on adjunct questions and research on mastery testing. Second, it provides a meta-analytic review of research on frequent testing. The meta-analysis shows that tested students performed about a half standard deviation better than untested students on summative measures. However, improvement was much smaller, about one-tenth of a standared deviation, when frequently tested students were compared to other students who also received tests, only less frequently. Frequently tested students rated their classes more favorably than did students who were less frequently tested. (Author/JAZ)

ED 274 687 TM 860 554

Franz, Jennifer D.
Response Rates in Random-Digit-Dialed Telephone Surveys: Estimation vs. Measurement.
PUB DATE- Apr 86
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Estimation (Mathematics); Interviews; Public Opinion; Research Design; *Research Problems; Response Style (Tests); *Sampling; *Statistical Bias; *Surveys; *Telephone Communications Systems; Working Hours
IDENTIFIERS- *Random Digit Dialing; Response Rates (Questionnaires); *Telephone Surveys

The efficacy of the random digit dialing method in telephone surveys was examined. Random digit dialing (RDD) generates a pure random sample and provides the advantage of including unlisted phone numbers, as well as numbers which are too new to be listed. Its disadvantage is that it generates a major proportion of nonworking and business numbers--about four in five. Although a number of RDD sampling strategies have been proposed, they all lack a means of classifying those numbers at which there is never an answer. They could be outside the sampling range (businesses or nonworking numbers) or households whose members are rarely home. The computation of response rates is a major problem, however, especially since many surveyers want a minimum response of 50 percent. This study examined the validity of the approach which distributes never-answered numbers in the same proportion as those answered. Five surveys were conducted in Sacramento and Santa Cruz (California) during evening and weekend hours, and then a followup was made during business hours. Results indicated that nonworking telephone numbers were generally identified during the regular (evening and weekend) calling hours. Business numbers were difficult to identify, and were probably understated. This proposed method was not recommended. (GDC)

ED 274 547 SE 047 246

Grade 12 Diploma Examination. Chemistry 30. January 1986.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jan 86
NOTE- 27p.; For the June 1986 examination, see ED 273 472.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Chemistry; Foreign Countries; *Grade 12; High Schools; Science Education; *Science Tests; Secondary Education; *Secondary School Science
IDENTIFIERS- *Alberta

Chemistry 30 is a twelfth-grade chemistry course for students in Alberta, Canada. This document is a final test for the course. Intended for administration during January, 1986, it contains 56 multiple-choice questions and three written-response questions. Two-and-one-half hours are allowed for completing the test. No answer key is included since scoring is done by the provincial education department. (ML)

ED 274 578 SO 017 532

Fowler, Robert H.
The Influence of Secondary Teachers' Pedagogical Ideology on the Teaching of Global Issues: A Phenomenological Study.
PUB DATE- 30 May 85
NOTE- 86p.; Paper presented at the Annual Meeting of the Canadian Association for Curriculum Studies (Montreal, Quebec, Canada, May 28-31, 1985).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Foreign Countries; *Global Approach; Higher Education; *Ideology; *Instructional Effectiveness; International Education; Social Studies; *Teacher Effectiveness; *Teaching Methods; World Affairs
IDENTIFIERS- *Global Studies; Instructional Models

The study provides a descriptive-analytic synopsis of the pedagogical ideology of three groups of Canadian teachers as it applies to the teaching of global issues and their beliefs as to the chief influences on the development of their own ideological stances. The population for the study included 36 teachers from 5 districts in Ontario (divided into 2 categories, Metro and non-Metro) and 1 district in Saskatchewan (Metro only) who volunteered to participate. The research was founded on 2 assumptions: (1) human behavior is significantly influenced by the context in which it occurs; and (2) one cannot understand human behavior without understanding the framework within which the individuals under study interpret their environment. Specifically, the study examined respondents' beliefs about the degree to which they enjoyed curricular autonomy, their beliefs about reasons for choices in selection and depth of treatment of content and teaching methodologies, and beliefs about the significant influences on their ideological stance. The picture that emerged from the data revealed a maturing, non-mobile group who enjoyed and were comfortable with a considerable degree of curricular autonomy. Their ideologies reflected in a general way their own provincial and local contexts, their travel and education, and above all their professional experience. However, each respondent's idiosyncracies also affected approaches to teaching, and it was considered too difficult to probe deeply into this dimension. Twenty-two tables are included. (TRS)

ED 274 624 SO 017 667

Chilcoat, George W.
Popular Culture as a Teaching Strategy in the Secondary School History Classroom: The Depression Years.
PUB DATE- Nov 85
NOTE- 41p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (65th, Chicago, IL, November 23, 1985). Examples of pop art included in this paper may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Art; *Creative Teaching; *History Instruction;

Instructional Innovation; Learning Activities; *Popular Culture; Publications; Radio; Secondary Education; *United States History
IDENTIFIERS- *Depression (Economic 1929)

The document provides United States history teachers with suggested teaching techniques from a variety of popular culture genre used during the thirties to help secondary students examine various social, cultural, economic, and political events, that encompass the Great Depression era. The popular culture forms described and discussed as techniques are: (1) depression pop art, (2) the pulp magazine, (3) the radio broadcast, and (4) the "Living Newspaper" theatre. These techniques represent effective ways in which U.S. history comes alive in the minds of students. These methods take students from a narrow one-here-now experience to a broader them-there-then experience to help students develop an awareness and understanding of selected historical concepts and topical problems and gain a perspective of the human drama that characterized the common man and woman. Described are: (1) the historical background of each popular culture genre; (2) the procedure for using each genre as a classroom technique; and (3) a form of evaluation for each technique. (APG)

ED 274 641 SP 028 069

Fantini, Mario D.; Cadwallader, Lynn J.
Issues in Education. An Examination.
Massachusetts Univ., Amherst. School of Education.
PUB DATE- 83
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Educational Improvement; *Educational Policy; Elementary Secondary Education; *Government Role; Parent School Relationship; School Community Relationship; State Government; State School District Relationship; Teacher Motivation

Issues in education are identified, and recommendations are made on each. Following each recommendation, a brief opinion statement is offered on the advantages and disadvantages of the recommendation. The following issues are addressed: (1) What is the role of the state in defining curriculum for students? (2) How can we help to improve the scholastic performance of all students? (3) How can we promote a safer, more productive learning environment? (4) What is the best way for parents to be involved in the schools? (5) How can community resources, including business and industry, be more fully utilized in schools? (6) How can we best attract and train highly-qualified candidates for teaching? (7) How can currently employed teachers and administrators stay informed about developments in their field? (8) How can we encourage teachers' highest achievements and their continued commitment to teaching? (9) How should we integrate computers into schools? (10) How should the state be involved in acquiring computer equipment and training teachers to use it? (11) How can the state system of public schools explore and utilize new ideas to improve learning? and (12) How can the state ensure that educational funds are fairly distributed? (JD)

Reitman, Sanford W.
A Preliminary Model of Pre-Service Teacher Education as the Preparation of Professional Artists.
PUB DATE- 86
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Aesthetic Values; *Creative Teaching; Elementary Secondary Education; Higher Education; *Improvement Programs; *Preservice Teacher Education; Psychological Needs; Self Actualization; *Teaching Styles; Value Judgment

A model is presented for preparing teachers as "artists of the classroom" in centers referred to as "institutes of the teaching arts." In the model, the development of four fundamental qualities in all preservice students of the teaching arts are stressed: (1) a pridefully creative outlook on the work of teaching; (2) an understanding of the social, historical, philosophical, and psychological foundations of education undergirding artistically creative endeavor in learning environments; (3) a sophisticated working knowledge of the technology of the craft of teaching; and (4) a personal style of artistic performance in the classroom. Each of these qualities to be developed and honed is discussed in light of a suggested sequential program of professional preparation fluidly combining study of educational theory and technology with clinical and practicum applications. Some novel yet highly practicable strategies for preparing pedagogical artists are presented. Such strategies are consistent with recent theoretical and empirical work on teacher education from alternative perspectives as well as with the original conceptual model proposed. (JD)

ED 274 548 SE 047 247

Porter, Andrew C.; And Others
Content Determinants (with Research Instrumentation Appendices). Research Series No. 179.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 86
NOTE- 178p.; Portions contain small print.
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824-1034 ($11.00).
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Educational Policy; Educational Practices; Educational Research; Elementary Education; *Elementary School Mathematics; *Elementary School Teachers; *Mathematics Instruction; *Research Tools; Teaching Methods
IDENTIFIERS- *Mathematics Education Research

This document summarizes research focused on the proposition that teachers determine what is taught in school, and presents new theoretical constructions to support analyses of school content and the methods used to determine school content. After background comments on the elementary school mathematics curriculum and the role of the teacher, the report focuses on sources of influence, beginning with an overview of five studies designed to determine how policies were developed and put into practice. Insights into the nature of content policymaking indicate that policies are relatively weak and fragmented when judged against the attributes of prescriptiveness, consistency, authority, and power. Nevertheless, they have influenced teacher practice, but not standardized that practice. Textbooks are viewed as resources, rather than as determinants of the content to teach. Little evidence exists to support the supposition that standardized tests have any important influence on teachers' content decisions, but curriculum-embedded tests do have important effects. How students, their parents, and principals affect content decisions are discussed, followed by an analysis of teacher convictions and some thoughts on curriculum. Instruments used in the studies are in the appendices. (MNS)

ED 274 563 SE 047 497

Rees, Jocelyn Marie; Coyle, Linda M.

Error Descriptions for Math Test. User's Guide.

PUB DATE- 86
NOTE- 18p.
AVAILABLE FROM- Jocelyn Rees, 201 W. McNeese Street, Lake Charles, LA 70605 (Diskette and paper copy).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Computer Software; Diagnostic Teaching; Elementary Education; *Elementary School Mathematics; *Error Patterns; *Mathematics Instruction; *Mathematics Tests; *Microcomputers
IDENTIFIERS- *Keymath Diagnostic Arithmetic Test

A computer program is given which will generate a list of descriptions of the items to which a student has responded incorrectly on the Keymath Diagnostic Arithmetic Test. It is designed for the TRS-80, Model III, with two disk drives. The documentation lists all required materials, describes the six options and how to use them, indicates the procedures for getting started and using the program, and briefly presents sample output. The program description listing is provided in paper form; however, the "Error Descriptions for Math Test" diskette must be obtained to diagnose errors. (MNS)

ED 274 594 SO 017 577

Social Studies 30: Curriculum Specifications.

Alberta Dept. of Education, Edmonton. Curriculum Branch.

PUB DATE- Apr 86
NOTE- 49p.; Portions contain small print. For related documents, see SO 017 574 and SO 017 578-579.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Curriculum Design; Educational Attainment; *Educational Objectives; Foreign Countries; *Graduation Requirements; Required Courses; Secondary Education; *Social Studies; *Student Evaluation
IDENTIFIERS- Alberta

Based on prescribed social studies content and objectives for twelfth-grade Alberta, Canada students, the specifications described in this document are intended to serve two purposes: (1) to identify specific course content and objectives that should be considered in evaluating student progress and achievement in Social Studies 30; and (2) to delineate the specific content and objectives for which test items for the Diploma Examination in Social Studies 30 may be developed. The second portion of the document describes the curriculum specifications for the Social Studies 30 diploma examination in two topics: political and economic systems, and cooperation and conflict among states. Curriculum objectives relating to attitudes and certain participation skills are excluded from the weighting system for provincial examinations due to the inappropriateness of attitude testing and/or the difficulties associated with test construction and administration. This portion specifies the content and objectives eligible for classroom testing and outlines a recommended weighting system for consideration by teachers, administrators and developers. The third portion of the document indicates the weighting system that will be used in developing the diploma examination. Two tables are included: (1) "Relative Emphasis of Course Objectives and Content for Social Studies 30"; and (2) "Weightings for Social Studies 30 Provincial Diploma Examination." (TRS)

ED 274 609 SO 017 593

Dewey, Donald O.
James Madison's "Public" As Interpreter of the Constitution.

Indiana Council for Social Studies.; Social Studies Development Center, Bloomington, Ind.
SPONS. AGENCY- Indiana Committee for the Humanities, Indianapolis.
PUB DATE- Oct 86
NOTE- 17p.; Paper presented at the Roundtable Meeting on the Constitution in the Education of Citizens (Gary, IN, October 9, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Constitutional History; *Constitutional Law; Government (Administrative Body); Government Role; Public Policy; Secondary Education; *United States History
IDENTIFIERS- *Amendments; Congress; Government Citizen Relationship; Power; *United States Constitution

James Madison's thoughts on various interpretations of the Constitution maintain that public opinion is the ultimate method of legitimizing the document. The Constitution must prevail against mere public opinion, but public opinion may be used to establish the meaning of the Constitution when conflicting interpretations exist. The public good and the public will determine the outcome of conflicts. The issue of internal improvements provided the foundation for Madison's belief that the majority could interpret the Constitution as it willed and could give Congress additional powers. The constitutional amendment process is the solution to the problem; however, Madison believed that the public will was a legitimate, but potentially harmful interpreter of the document. Though his true conception of the public's right to amend is somewhat difficult to determine, Madison hoped that the national will would be expressed by official amendments to the Constitution rather than by interpretation of it. His contradictory use of public will as constitutional interpreter is illustrated by his contrasting conclusions on the national bank and internal improvements issues; he approved the former and vetoed the latter. Madison seems to have felt that he could give in to public opinion when there was an absolute need for certain legislation, but when the need was less pressing, he would hold out for an amendment. In time, it was the United States government (Congress, the Supreme Court, and the President) which would decide when public demands are important enough to justify foregoing the amending process. (TRS)

ED 274 673 TM 860 527

Braun, Henry I.
Calibration of Essay Readers. Program Statistics Research. Final Report.
Educational Testing Service, Princeton, N.J.
REPORT NO.- ETS-RR-86-9; ETS-TR-86-68
PUB DATE- Jun 86
NOTE- 63p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Essay Tests; Estimation (Mathematics); *Mathematical Models; *Research Design; Research Methodology; Sampling; *Scoring; Secondary Education; Statistical Studies; *Test Reliability
IDENTIFIERS- Advanced Placement Examinations (CEEB); *Calibration

This report describes a statistically designed experiment that was carried out in an operational setting to determine the contributions of different sources of variation to the unreliability of scoring. The experiment made novel use of partially balanced incomplete block designs that facilitated the unbiased estimation of certain main effects without requiring readers to assess the same paper several times. In addition, estimates were obtained of the improvement in reliability that results from removing variability from systematic sources of variation by an appropriate adjustment of the raw scores. This statistical calibration appears to be a cost-effective approach to enhancing scoring reliability when compared to simply increasing the number of readings per paper. The results of the experiment also provide a framework for examining other, simpler calibration strategies. One such strategy is briefly examined. (Author/JAZ)

ED 274 642 SP 028 075

Bull, Barry L.
Approved Initial Teaching Certificate Programs.
Washington State Council for Postsecondary Education, Olympia.
PUB DATE- Jan 85
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bachelors Degrees; Course Content; Elementary Secondary Education; *Graduation Requirements; Higher Education; Preservice Teacher Education; *State Standards; *Teacher Certification; *Teacher Education Programs
IDENTIFIERS- *Washington

The Washington State Board of Education requires candidates for teacher certification to hold a bachelor's degree. Most initial certificate earners complete all or most of the certification requirements while they are working toward the degree. The requirements of all the institutions with approved programs in Washington (n=18) have three general features: (1) minimum standards for the overall quality and quantity of student academic work, including a minimum number of college credits and a minimum cumulative grade point average; (2) breadth requirements--usually requiring the student to take a minimum number of credits in a few broadly defined categories; and (3) depth requirements--usually requiring the student to complete a major and, in some institutions, a minor. This document describes: (1) the general requirements for the bachelor's degree; (2) admission, retention, and exit requirements for initial teaching certificate programs; (3) course requirements; and (4) field work requirements. Appended tables identify specific requirements for elementary and secondary certification in each of the 18 teacher education institutions in Washington. Course requirements are listed according to education major or specialization. (JD)

ED 274 658 SP 028 149

The Miller Lite Report on Women in Sports.
New World Decisions, Ltd., Iselin, NJ.
SPONS. AGENCY- Miller Brewing Co., Milwaukee, WI.; Women's Sports Foundation.
PUB DATE- Dec 85
NOTE- 181p.; For a summary of the report with a copy of the survey, see SP 028 150.
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- Coeducation; *Life Style; Lifetime Sports; *Social Attitudes; *Team Sports; *Womens Athletics

A survey distributed to a random sample of 7,000 members of the Women's Sports Foundation uncovered many similarities and differences between athletic women and other Americans interested in sports and fitness. Although the sample of athletic women was atypical of women generally, they resemble other Americans in the sports/fitness activities they pursue. The survey was returned by 1,682 members and addressed a wide range of questions about sports/fitness activities: (1) interest in participating in or watching specific sports; (2) early childhood experiences; (3) the support of family and friends; and (4) current encounters with coed participation. Opinions were also sought on attitudes toward: (1) whether drugs are necessary to become competitive internationally; (2) whether participation in racially mixed sports groups reduces prejudice; (3) whether girls should play contact sports; and (4) how often women prefer to watch or participate in single sex or coed sports/fitness activities. Responses to the survey are displayed on tables and a narrative analysis of results is offered.

(JD)

ED 274 688 TM 860 556

Braverman, Marc

Respondent Availability and Cooperation in Telephone Surveys: An Investigation of Possible Influences.

PUB DATE- Apr 86

NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)

DESCRIPTORS- Adolescents; Adults; *Cooperation; *Experimenter Characteristics; Interviews; Public Opinion; Research Design; Research Problems; Response Style (Tests); *Sampling; Scheduling; Secondary Education; Statistical Bias; *Surveys; *Telephone Communications Systems

IDENTIFIERS- *Response Rates (Questionnaires); *Telephone Surveys

the factors which maximize response rates, both through reducing refusals and increasing the probability that respondents will be available for interview, were studied in rural California. Phone directories were used to generate a sample of 250 households who were contacted on either of two evenings or Saturday. The interview questions concerned community attitudes and knowledge of the county 4-H program. The interviewers included professional 4-H staff, adult volunteer club leaders, and 4-H members aged 14-17. For three calling sessions, 591 phone calls were made. They resulted in 241 completed interviews, 99 refusals, 167 no-answers, 52 busy lines, and 32 cases when an adult was not available. The completion rate was 41 percent, with 28 percent of the households empty. The refusal rate, which was acceptable, was calculated to be 29 percent. Results of the analyses indicated that the likelihood of contacting targeted households and of completing interviews was not influenced by those situational properties that were examined: day of the week, male versus female interviewer, or experience of interviewer. This study replicated the research findings which were used in designing the survey and in training the interviewers. (GDC)

ED 274 579 SO 017 533

Chilcott, John H.
Anthropological Perspectives on Citizenship Education.
PUB DATE- Jun 86
NOTE- 14p.; Paper presented at the Annual Conference of the Social Science Education Consortium (Palo Alto, CA, June 18-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Descriptive (Program/Project Descriptions) (141)
Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Citizenship Education; *Cultural Traits; *Ecology;

Elementary Secondary Education; *Ethnography; *Human Geography; Interdisciplinary Approach; Kinship; Social Science Research; *Values Education

An anthropological analysis of the phenomenon of citizenship education in the United States is summarized in this paper. Since school ethnography lacks depth in its use of anthropological theory, an attempt is made to overcome this deficiency by applying five theoretical approaches (evolutionary, functionalist, structuralist-functionalist, structuralist, and cultural ecology) to the study of citizenship education. The cultural diversity within a pluralistic society creates an amorphous condition for citizenship education and the continuous attempts to resolve the conflicts associated with this condition produce a form of dynamism which has high survival value in a rapidly changing society. It is suggested that a move be made from myth to the reality of citizenship education through more naturalistic research. As the individuals move from membership in a tribal society to membership in a modern state and a global community, their relationship to the state is altered dramatically. (BZ)

ED 274 595 SO 017 578

Grade 12 Diploma Examination: Social Studies 30.
Alberta Dept. of Education, Edmonton.
PUB DATE- Jun 86
NOTE- 34p.; For related documents, see SO 017 574 and SO 017 577-579.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Essay Tests; Foreign Countries; Grade 12; Graduation Requirements; Multiple Choice Tests; Secondary Education; *Social Studies; *Standardized Tests; Test Format; Test Length; Test Manuals
IDENTIFIERS- Alberta

The booklet presents the two-part Grade 12 Diploma Examination for the Social Studies 30 program. Part 1 consists of 70 multiple-choice questions worth 70% of the total score. Each question has four choices and students must choose the one which best completes the statement or answers the question. Many questions are based on narratives, statements, maps, charts, and cartoons provided on the test. Part 2 consists of the written-response questions worth 30% of the total score. Students must choose 1 of 2 essay topics: "To what extent should the state become involved in the activities of its citizens?" or "To what extent should nations use force or negotiation in responding to threats of aggression?" A short paragraph introduces each issue. The essay is graded on three criteria: (1) explaining the issue by stating its importance and by describing competing value positions underlying the issue; (2) describing one or more policies implemented (or actions taken) by governments of nations other than Canada in dealing with the issue, and evaluating their effectiveness, and (3) stating what position the Canadian government should take on the issue. Students have 2.5 hours to complete the examination. (TRS)

Neufeld, Jacqueline K.

Teaching ESL in Communist Czechoslovakia.

PUB DATE- 86
NOTE- 11p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Second Language Programs; *English (Second Language); Foreign Countries; Higher Education; *International Programs; *Teaching Experience; *Travel
IDENTIFIERS- *Czechoslovakia

Several aspects of living and teaching in Czechoslovakia are presented from the point of view of a 1983 Fulbright lecturer at Comenius University in Bratislava. Included are a brief history of Czechoslovakia, details of the University degree program, time commitment expected of instructors, observations on Czechoslovakian students and Vietnamese immigrants, and on a totalitarian society in general. (BZ)

SP

ED 274 549 SE 047 249

Programme des examens-Diplome de 12e annee. Mathematiques & Sciences. Annee scolaire 1986-87 (Grade 12 Diploma Examination. Mathematics & Sciences. Academic Year 1986-87).

Alberta Dept. of Education, Edmonton. Student Evaluation and Data Processing Branch.

PUB DATE- Aug 86

NOTE- 18p.; For the English version, see ED 273 480.

LANGUAGE- French

EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)

DESCRIPTORS- *Biology; *Chemistry; Foreign Countries; *Grade 12; High Schools; *Mathematics Achievement; Mathematics Education; *Physics; Science Education; Science Tests; Secondary Education; *Secondary School Science

IDENTIFIERS- *Alberta; *Science Achievement

Information about the diploma examinations in Mathematics 30, Biology 30, Chemistry 30, and Physics 30 that will be administered during January, June, and August, 1987, is provided in this bulletin. Topics explained include: (1) general format of the examination (stating the content, emphasis, and time allotments for the examinations); (2) examination schedule (listing the calendar dates and times for the specific examination); (3) preparation of the examinations (describing the review process); (4) scoring of the examination (specifying the required qualifications of the markers); and (5) descriptions of the Mathematics, Biology, Chemistry, and Physics examinations (explaining the content, blueprint, and distribution of questions by percentage for each of the examinations). Appendices present guidelines for significant digits, manipulation of data, and rounding and contain explanations of cognitive levels. (ML)

ED 274 564 SO 017 388

Giese, James R., Ed.; Parisi, Lynn S., Ed.
A Humanities Approach to Early National U.S. History: Activities and Resources for the Elementary School Teacher.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
REPORT NO.- ISBN-0-89994-307-1
PUB DATE- 86
NOTE- 155p.; For teacher's guide for grade 8, see SO 017 598.
CONTRACT- 400-84-0012
AVAILABLE FROM- Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO 80302.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; Elementary Education; Grade 5; *Humanities; Instructional Materials; Learning Activities; Learning Modules; Lesson Plans; *Social Studies; Teaching Guides; *United States History; Units of Study

The book presents a framework that can be used to teach a survey of United States history from an integrated humanities perspective. Aimed at teachers of grade 5, it emphasizes the early national period, 1790-1830. The volume contains 22 activities presented in a standard format: a brief introduction describing the activity, list of objectives, estimated time of the activity, necessary materials, step-by-step implementation procedures, and hand-out masters. Several of the activities include examining artifacts, making hornbooks, candlemaking, constructing a Children's Bill of Rights, singing, charting a family tree, mapwork, and discussion of readings. The book concludes with two lists of resources, including ERIC system documents and a selected bibliography. (TRS)

ED 274 610 SO 017 596

Pardthaisong, Tieng
Factors in the Achievement of Below-Replacement Fertility in Chiang Mai, Thailand. Papers of the East-West Population Institute, Number 96, March 1986.
East-West Center, Honolulu, HI.
REPORT NO.- ISBN-0-86638-074-4
PUB DATE- Mar 86
NOTE- 57p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Birth Rate; *Family Planning; Family Size; Foreign Countries; Higher Education; *Population Growth; *Population Trends; Socioeconomic Status
IDENTIFIERS- *Thailand

The study assesses the impact of family planning programs on the fertility of women in the Chiang Mai province of Thailand, where family planning programs were introduced early in 1963. The study documents and estimates the fertility trend of Chiang Mai's population from existing sources of data. A demographic survey, in which a random sample of 3,805 ever married women from both urban and rural areas were interviewed using the World Fertility Survey questionnaire, was conducted. The socioeconomic characteristics and attitudes towards family size of Chiang Mai's urban and rural population are compared. The findings show that fertility has fallen rapidly in all sectors of the population and the decline is attributed to the introduction of family planning programs. The study concludes that family planning programs are one of the best possible means of slowing population growth rates to desired low levels in both urban and rural population. (SY)

ED 274 674 TM 860 529

Mangino, Evangelina; Babcock, Marilyn A.
Minimum Competency Testing: Helpful or Harmful to High-Level Skills?
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-85-50
PUB DATE- Apr 86
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Achievement Tests; *Basic Skills; Grade 9; Junior High Schools; *Mathematics Achievement; *Mathematics Skills; *Minimum Competency Testing; Standardized Tests; State Programs; Testing Programs
IDENTIFIERS- Austin Independent School District TX; Sequential Tests of Educational Progress

A study was designed to assess the effects of the introduction of a state-mandated minimum competency test (MCT) on students' acquisition of basic and high-level mathematics skills. Subjects of the study were ninth-grade students, all of whom attended the same schools in the Austin (Texas) Independent School District, and took the same form of the standardized achievement test 1 year before, 1 year after, and 3 years after the introduction of the MCT. Items on the mathematics subtest of the Sequential Tests of Educational Progress (STEP) were divided into Basic Skills, and High-level Skills. Subjects' overall eighth-grade averages, as a measure of previous achievement, were used as the covariate in the study. Results of the data analyses indicate that the Basic Skills mean increased significantly between 1979 and 1981 but did not change significantly thereafter. The observed increase was constant for students at all levels of achievement. Analyses of High-level Skills means indicate that there was a significant interaction with level of achievement. Low achievers demonstrated a significant increase, and high achievers demonstrated a significant decline in High-level Skills scores between 1979 and 1983. Implications of the findings and limitations on the conclusions are discussed. (Author/JAZ)

ED 274 689 TM 860 557

Muscella, Deborah
Perceptions and Preferences of a Learning Environment: Multidimensional Scaling Approaches.

PUB DATE- Apr 86
NOTE- 59p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; *Beliefs; *Classroom Environment; *Classroom Research; Cognitive Structures; Interviews; Kindergarten; *Multidimensional Scaling; Parent Attitudes; Preschool Education; Research Methodology; *Student Attitudes; Teacher Attitudes; Teacher Student Relationship
IDENTIFIERS- Personal Construct Theory

Thirty-two kindergarten children, nine parents, and two teachers participated in a study of classroom learning environments. Participants included lower and middle income White and Hispanic families; the children were enrolled in three schools in the southwestern United States. Both interviews and pictures of classroom learning events were used to elicit beliefs about learning in school. A learning events taxonomy was developed and became the basis for two sets of pictorial stimuli--one used to elicit personal constructs and the other for preference rank order. Participants were asked to sort the drawings, describe the groups, discuss classroom learning descriptors, and rank favorite learning activities. Three analyses of the data were performed; the first two analyses used multidimensional scaling models: INDSCAL (Individual Differences Scaling model); and EUCLID; both are available in the Alternating Least Scales (ALSCAL). The third analysis used interrater reliability. INDSCAL revealed two dimensions, participant configuration (student participation) and learning activities structured by teachers (work) versus activities engaged in by children (play). The EUCLID model was used to analyze the descriptions of learning environments; a degenerate solution was obtained. Kendall's tau, which was used to analyze the preference rank ordering, indicated no predictable differences in pattern between parents and children. However, the two teachers had very different tau values from each other. Several tables and many figures are provided, including illustrations used in the research. A six-page reference list is offered. (GDC)

ED 274 626 SP 027 904

Lieberman, Myron
Market Solutions to the Education Crisis. CATO Institute Policy Analysis No. 75.
Cato Inst., Washington, DC.
PUB DATE- 1 Jul 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Collective Bargaining; *Educational Change; Educational Policy; Elementary Secondary Education; Government Role; *Marketing; Political Influences; *Private Schools; Teacher Employment Benefits; Unions

A discussion is presented on the feasibility of developing and encouraging more profit-making private schools. The point is made that there are structural obstacles to improvement and reform in the public schools: (1) teacher unions are strong and primarily interested in teacher benefits, not student welfare; (2) state and federal regulation severely limits local autonomy and decision-making authority; and (3) political and educational leaders have a larger personal stake in the appearance of reform than in its actual existence. The argument is offered that private schools can adopt policies and practices that are legally prohibited or too costly politically to adopt in public schools; e.g., the right to search lockers at any time for drugs means stronger control of student behavior. It is pointed out that the greater effectiveness of private schools may be due not to greater expertise but to greater legal freedom to adopt the most effective social technology. Suggestions are made on effectively contracting out educational services and using competition between profit-making schools to improve education. (JD)

ED 274 643 SP 028 078

Carr, John C.
Maine's New Teacher Certification Law: Impetus for Local In-Service Initiative.
PUB DATE- Nov 84
NOTE- 14p.; Paper presented at the Annual Conference of the National Council of States on Inservice Education (9th, Orlando, FL, November 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Beginning Teachers; *Educational Legislation; Elementary Secondary Education; Inservice Teacher Education; *Master Teachers; School District Autonomy; *State Legislation; *Teacher Certification
IDENTIFIERS- *Maine

This paper describes both the requirements and implications of a new law regulating teacher certification and recertification in Maine. Five statements are presented which accompany the legislation and concisely describe the rationale and intent of those who developed it. A sixth statement proposes the development of support systems by local school units, providing for local support teams to improve the teaching effectiveness of all teachers with special emphasis on the beginning teacher. This paper focuses on this sixth statement, and discusses who will be on the local staff support system and what the support system is expected to do at the local level. This analysis of the role of the staff support system identifies 15 actual and inferred responsibilities. Among other responsibilities, it is pointed out that the intent of the legislature was to promote and authorize local determination of who should be issued a master teacher certificate. The implications of this element of the legislation are discussed. A model is presented of the functions and organization of a staff support system in a typical school district. (JD)

ED 274 659 SP 028 150

Miller Lite Report on Women in Sports. Summary.
New World Decisions, Ltd., Iselin, NJ.
SPONS. AGENCY- Miller Brewing Co., Milwaukee, WI.; Women's Sports Foundation.
PUB DATE- Dec 85
NOTE- 17p.; For the full report, see SP 028 149.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Coeducation; *Life Style; Lifetime Sports; *Social Attitudes; *Team Sports; *Womens Athletics

This document is a copy of the survey questionnaire responded to by 1,682 members of the Women's Sport Foundation. The questions focused on the following areas: (1) personal sports interests; (2) personal background; (3) sports participation; (4) interest in and attitude toward spectator sports; and (5) general opinion on women in sports. A brief summary is presented of survey findings. (JD)

ED 274 580 SO 017 537

Preble, Linda Hill
Politics of Education: A Comprehensive Bibliography.
PUB DATE- 21 Aug 86
NOTE- 90p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Educational Environment; *Policy; *Political Socialization; *Politics of Education; Postsecondary Education; *Power Structure

This extensive bibliography of books, ERIC documents, and journal articles is intended for use by researchers at the postsecondary level and beyond. Standard bibliographic data (author, date, title, place, and publisher) are included under various headings except in the case of ERIC documents, for which author, title, and "ED" number are given. The headings, which are further subdivided are: politics of education; academic governance, accountability, curriculum, and the politics of higher education; impact studies and intergovernmental relations; policy; political socialization; power; miscellaneous topics; political actors; and case studies. (BZ)

Grade 12 Diploma Examination Program: Social Studies 30, 1986-87
School Year.

Alberta Dept. of Education, Edmonton.

PUB DATE- Aug 85
NOTE- 28p.; Chart, pages 8-9, may be marginally legible. For related documents, see SO 017 574 and SO 017 577-578.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Essay Tests; Foreign Countries; Grade 12; Graduation Requirements; Multiple Choice Tests; Scoring; Secondary Education; *Social Studies; *Standardized Tests; *Test Format
IDENTIFIERS- Alberta

The purpose of the bulletin is to provide information to teachers and students about the Social Studies 30 Diploma Examination for 1987. The information includes: (1) a description of the examination; 70 multiple-choice questions worth 70% of the total score and one essay worth 30%; (2) an outline of the objectives to be tested including knowledge, inquiry skills, and values; and (3) a blueprint outlining both the multiple-choice and written-response sections of the examination. Reporting categories and allotted percentages are charted. The bulletin also explains the changes to the written response section for 1987 and how the section will be evaluated. New criteria for the essay include: (1) accuracy and comprehensive description; (2) thoughtful description of alternative value positions; (3) logical and persuasive defense of the chosen position; and (4) effective use of language and expression. A representative sample of six multiple-choice questions based on brief readings, diagrams, and cartoons is included along with two sample essay questions. The questions are: "Should the Canadian Government implement programs to encourage economic equality?"; and "Should nations align themselves with other nations in the interests of national security and world peace?" (TRS)

ED 274 660 SP 028 151

Bell, David; And Others

Approval of Teacher Education: The Arkansas Model.

PUB DATE- Oct 86
NOTE- 17p.; Paper presented at the Mid-America Association of Teacher Educators Mini-Clinic (Columbia, MO, October 17-18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; Accreditation (Institutions); Admission Criteria; *Educational Legislation; Elementary Secondary Education; Higher Education; *Schools of Education; *State Legislation; *State Standards; *Teacher Education Programs

IDENTIFIERS- *Arkansas

The State of Arkansas, through legislation, has set new standards for schools of education. The new standards mandate changes affecting the following: (1) National Council for Accreditation of Teacher Education (NCATE) approval for all teacher education programs in the state; (2) general education requirements for education students that are the same as in other baccalaureate degree programs; (3) the need for students to select a concentration, (K-3) or (4-6), within an elementary education program; (4) the need to establish equivalent degree requirements in an academic major for secondary students; (5) early evaluation of potential education students; (6) experiences sequenced for students; and (7) more careful monitoring of student teaching. In addition, the National Teacher Examination (NTE) Pre-Professional Skills Test will be required for admission to the teacher education program as well as other criteria. Programs will be held accountable for the pass rate on different sections of the NTE. Institutions failing to maintain an 80 percent pass rate will be placed on probationary status for 3 years. (Author/JD)

ED 274 550 SE 047 250

Pedersen, Katherine; And Others
Parent Careers and Attitude toward Mathematics as a Male Domain.
PUB DATE- Apr 86
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Careers; Educational Research; Junior High Schools; Junior High School Students; Models; *Parent Attitudes; Parent Background; *Parent Influence; Secondary Education; *Secondary School Mathematics; *Sex Differences; Sex Stereotypes; *Student Attitudes
IDENTIFIERS- *Mathematics Education Research

The purpose of the study is to investigate the effects of parent career variables on student and parent attitudes toward mathematics as a male domain. The investigation was carried out from two different perspectives: comparisons across parent career categories and evaluation of a course model relating the study variables. The subjects were 1,942 junior high students. The variables were each student's and each parent's perception of mathematics as a male domain, the Holland occupational categories of the parents' careers, the education levels associated with the parents' occupations, the male dominance index of the occupations, and the sex of the child. The results indicated differences in perception of mathematics as a male domain across career categories. The computer program and statistical technique, LISREL, was used to evaluate the hypothesized model. A "best fitting" model was developed and analyzed. (Twenty-four references, five tables and two figures are included.) (Author)

ED 274 565 SO 017 511

Zicht, Barbara, Ed.; And Others
Wages and Profit.
Lesley Coll., Cambridge, Mass. National Center of Economic Education for Children.
SPONS. AGENCY- Joint Council on Economic Education, New York, N.Y.
PUB DATE- 81
NOTE- 10p.

AVAILABLE FROM- Joint Council on Economic Education, 2 Park Avenue, New York, NY 10016 ($15.00 per year, 3 issues).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Activity Units; Concept Teaching; *Economics Education; Elementary Education; Experiential Learning; Learning Activities; Problem Solving; Productivity; Salaries; *Wages
IDENTIFIERS- *Profit Maximization

Providing teacher background on the concepts of wages and profits, paying particular attention to how elementary children experience and learn these concepts, this document presents 3 teaching units. The grade K-2 unit, "A Job Well Done," provides activities which focus on different types of jobs and the intrinsic and extrinsic rewards they provide. Activities include brainstorming, learning vocabulary words, reading, dramatic play, drawing, mural-making, writing, memory games, and word problems. The grade 3-4 unit, "Wonderful Window Washers," provides a simulated business experience where students take roles as consumers, managers/entrepreneurs, and workers for a window washing company. The grade 5-6 unit, "Profit Motivates," employs group problem solving situations, field trips to local businesses, a bulletin board, and crossword puzzle activities in order to teach children about the profit motive. (JDH)

ED 274 611 SO 017 597

Risinger, C. Frederick
How To Plan And Implement Successful Social Studies Inservice Programs. ERIC Digest No. 34.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 86

NOTE- 4p.
CONTRACT- 400-86-0020
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Achievement; Conferences; Curriculum Development; Evaluation; Higher Education; *Inservice Education; Instructional Materials; Learning Strategies; Meetings; Professional Development; Seminars; *Social Studies; Teacher Education; Teaching Methods; *Workshops
IDENTIFIERS- *ERIC Digests

The workshop is the most convenient and frequent means of inservice education. The purposes and types of social studies inservice workshops are examined, guidelines for effective planning and implementation are provided, and helpful hints and areas of caution designed to assist in conducting successful workshops are suggested. Six typical formats of social studies workshops are noted: (1) curriculum development, revision, and improvement; (2) awareness and/or dissemination of social studies materials and strategies; (3) evaluation of curriculum or instructional impact; (4) evaluation of student progress; (5) implementation of specific materials or strategies; and (6) local sharing programs. Those planning successful inservice programs must consider participant needs, workshop content, specific goals, available resources, recruitment and public relations, necessary logistical tasks, evaluation format, and follow-up activities. Hints and cautions to be considered deal with participant involvement, demonstrations and peer teaching, "ice breaker" activities, administrative support, the inclusion of content as well as process, and appropriate evaluation procedures. (TRS)

Worth, Maria Menconi; Worth, Charles E.
Teacher Competencies and Training in the Area of Microcomputer Technology.
PUB DATE- Mar 84
NOTE- 14p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (9th, Orlando, FL, November 16-20, 1984). Appendix A contains light, broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Literacy; Elementary Secondary Education; *Individualized Instruction; *Inservice Teacher Education; *Microcomputers; *Program Development

This paper presents possible strategies for training educators and teacher trainees in microcomputer technology. Particular emphasis is placed upon possible competencies, instructional sequences, and ways in which microcomputers can realistically be infused in education. In discussing teacher competencies, it is pointed out that it is essential to view the computer as part of a developmental sequence, and that training teachers to use the microcomputer can combine teachers and machines in more efficient and cost-effective ways if properly planned. In order for computer literacy instruction to be effective, it should be accomplished with non-threatening programming experiences, continuous hands-on time, time allotments for problem solving, sharing reactions, and providing opportunities for questions and discussion. An inservice model for individualized instruction in computer literacy for teachers is offered. This model is based upon a training sequence developed according to tested key elements of successful inservice training. Suggestions are made for how training programs might be revamped to incorporate microcomputers in teaching. An inservice contract is appended. (JD)

ED 274 675 TM 860 532

Jackson, Elaine E.
Everything They Ever Wanted to Know: Gathering Information for Public School Decision Makers.
Austin Independent School District, Tex. Office of Research and Evaluation.
REPORT NO.- AISD-ORE-85-46
PUB DATE- Apr 86
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). Some appendices contain small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Data Collection; Educational Research; Elementary Secondary Education; Information Dissemination; *Information Needs; Participant Satisfaction; Program Improvement; Public Schools; *Questionnaires; *Research Methodology; *School Surveys; *Surveys
IDENTIFIERS- Austin Independent School District TX

The Austin (Texas) Independent School District's Office of Research and Evaluation revised its surveying procedures in 1982. To reduce the demands on teachers and administrators, various surveys were consolidated and administered on a regular basis. Teachers and administrators were surveyed every fall and spring, high school students in winter, and parents and graduates occasionally. Computers were used to sample subgroups and compile questionnaire items for each respondent. The information needs of administrators, the superintendent, and board members were solicited. Results were delivered on a computerized printout, and responses were positive. Procedures for producing answer sheets and coding the data were improved. It was also possible to quickly compile information needed for administrative planning. Items from the teacher survey and some copies of the Questions for Students questionnaire are appended. (GDC)

ED 274 581 SO 017 543

Torney-Purta, Judith

Qualitative and Quantitative Research on the Knowledge of Global Issues, International Attitudes, and Skills of Negotiation among Secondary School Students.

SPONS. AGENCY- Department of Education, Washington, DC.; Maryland State Dept. of Education, Baltimore.; Maryland Univ., College Park. Computer Science Center.
PUB DATE- Mar 86
NOTE- 31p.; Paper presented at the Meeting of the Comparative and International Education Society (Toronto, Ontario, Canada, March 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; *Global Approach; International Relations; International Studies; *Qualitative Research; Secondary Education; Secondary School Students; *Statistical Analysis; *World Affairs

For decades, there has been considerable interest in understanding how attitudes toward other nations and cultures are formed and how people differ in their knowledge and attitudes toward global issues. However, the available research on the topic is sparse and disconnected. This paper suggests a model for looking at the research and presents results from two projects which combine qualitative and quantitative measures to examine knowledge of global issues, international attitudes, and skills of negotiation among secondary school students. The model centers on the young person as an individual and pays special attention to the influences of school and family. These three units are shown within a larger cultural/community context which may be thought of as setting the boundaries within which the family and the school exert their influences. (APG)

ED 274 627 SP 027 953

Koch, Norman E.
Microcomputer Competency, Elementary Education Program, Western Oregon State College.
PUB DATE- Jun 86
NOTE- 27p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Computer Literacy; Elementary Education; Higher Education; *Microcomputers; *Preservice Teacher Education; *Teacher Education Curriculum
IDENTIFIERS- Western Oregon State College

Western Oregon State College is developing a curriculum to provide its teacher education students with computer literacy skills for the region's elementary schools. Computer skills of both students and faculty have been targeted specifically for improvement. Faculty skills have been upgraded with special workshops, grant-supported coursework, individual study and increased access to computers and accompanying software. All disciplines on the campus have developed activities for students involving computers. All teacher education students are required to take the liberal arts core curriculum previous to their professional training, and computer literacy is required for graduation. Teacher education students recommended for certification must complete a group of courses designated as the teaching specialty; these courses reflect the curriculum areas of the elementary school and rest upon the foundation of the liberal arts core curriculum. This paper outlines course requirements for education students, and describes how requirements for computer literacy, and using the computer as a teaching tool, are met throughout the entire curriculum. A case study illustrating how computers are used at the kindergarten level is appended. (JD)

ED 274 690 TM 860 558

Baldwin, Beatrice

Some Cautionary Notes on the Specification and Interpretation of
LISREL-type Structural Equation Models.

PUB DATE- Apr 86
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Analysis of Covariance; *Computer Software; *Equations (Mathematics); Error of Measurement; *Mathematical Models; *Measurement Techniques; *Path Analysis; Research Methodology; Social Science Research; Statistical Studies
IDENTIFIERS- *LISREL Computer Program

LISREL-type structural equation modeling is a powerful statistical technique that seems appropriate for social science variables which are complex and difficult to measure. The literature on the specification, estimation, and testing of such models is voluminous. The greatest proportion of this literature, however, focuses on the technical aspects of LISREL, and many are far advanced in statistical sophistication so as to be of little or no help to the novice modeler. This paper presents a "philosophical" approach to structural equation modeling and examines some of the basic concepts and assumptions underlying the formulation of these models. The rationales for the structural equation model and the measurement model are outlined, and the foundations of specification and interpretation clarified. As part of the SPSS-X package, LISREL will be readily available to many applied researchers. With this heightened availability of a complicated statistical procedure will undoubtedly come many misuses and abuses. Social scientists should become familiar with the theoretical premises of the method. (Author/JAZ)

ED 274 551 SE 047 251

Sherman, Lawrence W.; Zimmerman, Deborah

Achievement in Cooperative versus Competitive Reward-Structured Secondary Science Classrooms.

PUB DATE- Oct 86
NOTE- 10p.; Paper presented at the Midwestern American Educational Research Association Meeting (Chicago, IL, October 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Biology; Cognitive Style; *Competition; *Cooperation; Cooperative Planning; High Schools; Instructional Design; Learning Processes; Learning Strategies;

*Science Education; *Science Instruction; *Secondary School Science;* *Teaching Methods; Teamwork
IDENTIFIERS- *Science Education Research

The reward structure of a classroom refers to the means by which a teacher motivates students to perform school tasks. This document reports on a study in which academic achievement in competitive and reward-structured environments was examined in two high school sophomore level biology classes of equal academic ability. Each class was pretested and taught an identical unit of study, one in a competitive structure and one using a cooperative structure called the Group-Investigations Model. In this model groups of 5 or 6 students are formed for the study of a particular topic, and each student works on a subtopic for the group. At the end of 7 weeks both classes were post-tested. The results indicated that although both cooperative and competitive techniques obtained significantly higher post-test scores than their pre-test scores, neither strategy was superior to the other in producing academic achievement. Results are discussed and compared to previous studies which have examined differences between cooperatively, competitively, and individually structured classroom environments. (Author/TW)

ED 274 566 SO 017 512

Zicht, Barbara, Ed.; And Others
Productivity and Capital Goods.
Lesley Coll., Cambridge, Mass. National Center of Economic Education for Children.
SPONS. AGENCY- Joint Council on Economic Education, New York, N.Y.
PUB DATE- 81
NOTE- 10p.
AVAILABLE FROM- Joint Council on Economic Education, 2 Park Avenue, New York, NY 10016 ($15.00 per year, 3 issues).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)

DESCRIPTORS- Activity Units; *Capital; Concept Teaching; *Economics Education; Elementary Education; Experiential Learning; Human Capital; Investment; Labor; Learning Activities; Manufacturing; Problem Solving; *Productivity; Technology

Providing teacher background on the concepts of productivity and capital goods, this document presents 3 teaching units about these ideas for different grade levels. The grade K-2 unit, "How Do They Do It?," is designed to provide students with an understanding of how physical capital goods add to productivity. Activities include a field trip to observe capital in use, a card matching game, cookie baking, a concentration game, a capital contest, a puzzle story page, and a hands-on bulletin board. The grade 3-4 unit, "Who Needs It?," helps students gain an understanding of the factors of production, and the relationship between technology, productivity, and natural resource use. "Paper Cup Factory," the grade 5-6 unit, introduces the concepts of productivity, specialization, and technology through the construction of paper cups, an anagram puzzle, a worksheet structured to illustrate cause and effect, and a crossword puzzle featuring economic terms presented in the unit. (JDH)

ED 274 597 SO 017 580

Art. Elementary Teacher Resource, 1985.
Alberta Dept. of Education, Edmonton.
PUB DATE- 85
NOTE- 226p.; For related document, see SO 017 581.
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aesthetic Values; *Art Activities; *Art Education; *Art Expression; Creative Activities; Elementary Education; *Elementary School Curriculum; Foreign Countries; Grade 1; Grade 2; Grade 3; Grade 4; Grade 5; Grade 6; Integrated Curriculum; Teaching Skills
IDENTIFIERS- Alberta

Designed to accompany the "Elementary Art Curriculum Guide," this resource is divided into 3 levels: level 1 grades 1-2, level 2 grades 3-4, and level 3 grades 5-6. The material is presented in a standardized format which includes four major components: reflection, depiction, composition, and expression. Once a concept has been chosen, suggested methods or strategies are given as examples of how the concept might be taught. These approaches can be selected on the basis of the student's background and abilities. Once the concept has been taught using the activity, an integration section follows that relates it to other art content areas and other subject areas. Included are teaching components for levels 1, 2, and 3 and a chapter on areas of expression which include drawing techniques, painting techniques, printmaking techniques, sculpture techniques, fabric art, and photography techniques. A chapter on resources includes basic and recommended resources, teacher resources, print resources, visual resources, personnel, centers, organizations and institutions. (APG)

ED 274 661 SP 028 163

Furney, Steven
Respiratory and Cardiac Resuscitation Skills of the High School Athletic Coach.
PUB DATE- 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Athletic Coaches; *Cardiopulmonary Resuscitation; *First Aid; High Schools; Teacher Effectiveness
IDENTIFIERS- *Heimlich Maneuver

Athletic coaches (n=149) responded to a survey questionnaire on two cardiac and respiratory emergency procedures: cardiopulmonary resuscitation (CPR) and the Heimlich maneuver. The coaches were asked to indicate how proficient they were at these skills, how important these skills were to their job, the availability and the need for in-service instruction and continuing education in cardiac and respiratory emergency procedures, along with their willingness to participate in continuing education instruction in CPR and the Heimlich maneuver if available. While the results of this study indicate that the athletic coach is well prepared to deal with cardiac and respiratory emergency procedures, emphasis should be continued on proper training techniques for these emergency skills. (JD)

Duckworth, Kenneth; And Others

The Relationship of High School Teachers' Class Testing Practices to Students' Feelings of Efficacy and Efforts to Study.

Oregon Univ., Eugene. Center for Educational Policy and Management.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 86
NOTE- 89p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Classroom Techniques; *Educational Testing; High Schools; High School Students; Locus of Control; Predictor Variables; Questionnaires; Secondary School Teachers; Self Concept; Student Attitudes; Student Evaluation;

*Student Motivation; *Study Habits; Teacher Influence; Teacher Made Tests; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Efficacy; *Effort

The relationship between high school students' feelings of efficacy and efforts to study and teachers' classroom testing practices was examined. Questionnaires were administered in four high schools in biology, geometry, English, and United States history classes; a total of 69 classes participated. Some teachers were also interviewed. Students' efforts to study were indicated by their responses to items on time spent doing homework, completing homework on time, answering questions in class, soliciting teachers' help, listening in class, being late to class, and cutting class. Students' feelings of efficacy versus futility were measured by items about obtaining rewards as a result of effort. Academic motivation was indicated by how important it was to do well and by the desired grade. Results confirmed the expected positive relationships of motivation and efficacy to effort. The predicted negative relationship of futility to effort was weaker. Results of examining teachers' testing practices indicated that students' perceptions of communication, feedback, correspondence, and helpfulness were strongly interrelated; they were also related to efficacy and self-reported effort. The questionnaires are appended. (GDC).

ED 274 582 SO 017 544

Hoge, John D.
Improving the Use of Elementary Social Studies Textbooks. ERIC Digest No. 33.
ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 86
NOTE- 4p.
CONTRACT- 400-86-0020
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- Academic Ability; Educational Needs; Educational Research; Elementary Education; *History Textbooks; Reading Comprehension; Reading Difficulties; Reading Materials; Skill Development; *Social Studies; Teaching Methods; Textbook Content; Textbook Evaluation; *Textbooks
IDENTIFIERS- ERIC Digests

The hard-cover basal textbook continues to dominate teaching and learning in elementary social studies, particularly as a reaction to reduced budgets, the back to basics movement, state-wide testing, and criticism of less traditional teaching practices. Two problem areas encountered by children when using social studies textbooks include lack of experiential background and the inherent difficulty of social studies content. Technical concepts may have little or no meaning unless specific vocabulary or concept development lessons precede use of the text by students. In order to improve this situation, teachers should clarify their objectives and consider the teaching suggestions provided in the textbook. Teachers should also: (1) develop the required background, (2) accommodate varying reading levels, (3) provide direct instructional help, and (4) select learning activities to help students apply and extend the major concepts. The digest contains practical suggestions for developing each of these areas and for helping students extend the textbook concepts and apply them to their own life experiences; the suggestions include using textbook maps, wall maps, and globes; explaining the concept of time; devising a social studies glossary; and explaining why a textbook is used and what should be gained from it. (CBC)

ED 274 612 SO 017 598

Giese, James R., Ed.; Parisi, Lynn S., Ed.
A Humanities Approach to Early National U.S. History: Activities and Resources for the Junior High School Teacher.
ERIC Clearinghouse for Social Studies/Social Science Education, Boulder, Colo.; Social Science Education Consortium, Inc., Boulder, Colo.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.

REPORT NO.- ISBN-0-89994-308-X
PUB DATE- 86
NOTE- 181p.; For curriculum for grade 5, see SO 017 388.
CONTRACT- 400-84-0012
LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Other/Miscellaneous (Not Classifiable Elsewhere) (999)
DESCRIPTORS- *Colonial History (United States); Grade 8; History Instruction; *Humanities; Junior High Schools; *Social History; Social Studies; *United States History

This volume presents a framework for teaching eighth grade U.S. history up to 1830 using an integrated humanities perspective that includes art, architecture, literature, religion, music, and dance as applied to everyday colonial life. The 28 activities are presented in standard format, including a brief introduction, list of objectives, time required, necessary materials, and step-by-step procedure. Black-line handout masters are also included. A master chart lists activity titles, historical topics, time periods covered, and an activity description. The first activity presents a cultural universals chart which helps students identify lifestyle differences among the colonies. The second activity, a research project on family life in the early 1800s, includes a two-page question guide. Other activities used include discussion, hypothesizing, inferring, writing, simulation, brainstorming, map interpretation, diary reading, timelines, singing, and local community study. Some of the 28 titles include "Skulls and Angels: Gravestones and Epitaphs in New England Church Yards"; "The Boston Massacre: Recognizing Bias in Primary Sources"; "Dear Diary: New England Daily Life in the 1820s"; "Classical Influence on American Culture"; and "Using Folk Songs to Teach about Slavery." Primary source material is used throughout many of the activities. Two bibliographies are included. The framework provided by this guide can be applied to other historical eras. (CBC)

ED 274 628 SP 027 976

Carpenter, Gaylene

The Contribution of Leisure to Life Satisfaction during Adulthood.

PUB DATE- 86

NOTE- 7p.; Paper presented at the National Conference of the Northwest District American Alliance for Physical Education, Recreation and Dance (Vancouver, WA, March, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; Attitude Change; *Leisure Time; *Life Satisfaction; Recreational Activities; Self Concept; Values

A major premise in this inquiry was that leisure, as well as work, family, and self, is an accepted value in contemporary life and is periodically reassessed along with other traditionally held values by the individual. Another premise is that because leisure has such meaning in one's life it becomes a social influence from which one makes life choices in accordance with leisure-centered self-concepts. Data for the study were generated from a previous study examining the relationship between affinity toward leisure and selected variables associated with middle age. Respondents consisted of 745 adults between the ages of 30 and 57. Life satisfaction was measured by the Adams modified Life Satisfaction Index-A. In addition, respondents indicated the number of hours per week spent in leisure, the number of different leisure-related activities participated in weekly, and completed the Leisure Ethic Scale. Results are discussed in the light of the developmental and transitional stages of the subjects of the study. (JD)

ED 274 645 SP 028 091

McKay, A. Bruce; Patton, Judy
The Minority Achievement and Participation Effort in Montgomery County Public Schools.
PUB DATE- Nov 84

NOTE- 13p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (9th, Orlando, FL, November 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Elementary Secondary Education; *Improvement Programs; *Minority Groups; *Program Development; *Program Implementation; Self Evaluation (Groups)
IDENTIFIERS- Montgomery County Public Schools MD

A 5-year intensive program was designed and implemented to study Black and Hispanic achievement in 152 public schools in Montgomery County (Maryland). The focus was upon achievement in mathematics and reading/language arts, and Black and Hispanic participation in gifted/talented, honors, and extracurricular activities. The intent was to develop school targets and action plans for improving the performance of underachieving students. After conducting their self-study and planning, each school was visited by a team of outside colleagues, students, and community members to review and react to the self-study and give recommendations. Schools then were given the opportunity to develop "mini-grants" and could request up to $5,000 in funds to help folow through on their school plans. The entire effort was an excellent example of how staff development can work productively with the Board of Education, administrators, and teachers in implementing systemwide educational change and school improvement. This paper outlines the entire process used during the 1983-84 school year to initiate work on this program. A list is appended of systemwide targets for improving minority achievement and participation in the schools. (JD)

ED 274 691 TM 860 559

Conducting Self-Evaluation. Minimum Standards Leadership Series 1985.
Ohio State Dept. of Education, Columbus. Div. of Elementary and Secondary Education.
PUB DATE- 85
NOTE- 143p.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Curriculum Evaluation; *Educational Assessment; *Educational Resources; Elementary Secondary Education; *Evaluation Methods; Evaluation Needs; *Needs Assessment; Personnel Evaluation; Problem Solving; *Program Evaluation; School Districts; *Self Evaluation (Groups)

This manual is designed for superintendents, principals, teachers, and interested community members who are conducting self-evaluations as prescribed by Ohio Minimum Standards for Elementary and Secondary Schools. Its objective is to provide districts with direction to engage in self-evaluation studies using assessment instruments that promote discussions of the programs and that provide a procedure for identifying problems and generating recommendations to ameliorate the problems. Although the evaluation of the educational program and resources is mandatory, the use of this document is optional. Process and survey instruments included in this document are designed to allow flexibility at the district level. Only one instrument is provided for each area to be evaluated. Assessment instruments for educational programs include: (1) philosophy of education and educational goals; (2) curriculum and instruction programs in general curriculum, business education, economics, English language arts, fine arts, foreign languages, health education, home economics, industrial arts, mathematics, physical education, reading, science, and social studies; (3) educational options; and (4) experimental program. Instruments for assessing educational resources are included for: (1) certificated and classified staff; (2) instructional materials and equipment, including library; (3) facilities; (4) pupil health and safety; (5) pupil cumulative records; (6) pupil admission, placement, and withdrawal; (7) pupil attendance and conduct; (8) school guidance services, and community relations program. Examples of five-year schedules are provided. (JAZ)

ED 274 598 SO 017 581

Art. Elementary Curriculum Guide 1985.
Alberta Dept. of Education, Edmonton.
PUB DATE- 85
NOTE- 140p.; Prepared by the Elementary Art Ad Hoc Curriculum Committee. Portions printed on colored paper. Illustrations may not reproduce clearly.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Activities; *Art Education; *Art Expression; Curriculum Guides; Elementary Education; Foreign Countries; Grade 1; Grade 2; Grade 3; Grade 4

The elementary art program level 1 (grades 1 and 2), level 2 (grades 3 and 4), and level 3 (grades 5 and 6) is a unified, sequential course which focuses on 4 major concepts of visual learning. The concepts are: reflection--the response to visual forms in nature, designed objects and artworks; depiction--the development of imagery based on observation of the visual world; composition--the organization of images and their qualities in the creation of unified statements; and expression--the use of art materials as a vehicle or medium for saying something in a meaningful way. Because each content area emphasizes a different aspect of art learning, teachers can design an art lesson using any of the 4 content areas as a nucleus from which learning in the other 3 areas can evolve. It is necessary to see the relationships among the 4 content areas so each is appropriate for the students and their programs. The first section of the guide contains the scope and achievement charts for each objective and level. The second section of the guide contains concepts for the 3 levels in each content area. Each content area evolves from a simpler to more complex learning. Because of the structure of the guide, teachers need to refer to the preceding level's building blocks before beginning on a new level. (APG)

ED 274 662 SP 028 176

Minnesota's Vision for Teacher Education: Stronger Standards, New Partnerships. Report of the Task Force on Teacher Education for Minnesota's Future.

Minnesota Higher Education Coordinating Board, St. Paul.

PUB DATE- 15 Oct 86

NOTE- 85p.

LANGUAGE- English

EDRS Price - MF01/PC04 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Higher Education; *Preservice Teacher Education; Program Development; Program Effectiveness; Program Evaluation; *Program Improvement; *State Standards; Teacher Education Curriculum; *Teacher Education Programs

IDENTIFIERS- *Minnesota

This report presents recommendations made by the Minnesota Higher Education Coordinating Board task force on improvement of teacher education programs and curriculum. Chapter one provides the background necessary to understand the origin of the report. The second chapter presents a forecast of future social, economic and political trends, and their impacts and implications for teacher education. Chapter three describes possible changes in staffing patterns, school organization, and instructional methods, based on beliefs about learners and teachers. Identified needs in teacher education are outlined in the fourth chapter. In the fifth chapter, recommended outcomes of future teacher education are described in the areas of dispositions, skills and knowledge. Chapter six discusses current and recommended procedures in evaluating teacher education program effectiveness. A summary and concluding recommendations are presented in the final chapter. (JD)

ED 274 552 SE 047 252

A Basic Assessment of Environmental Education.

Council for Nature Conservation, Utrecht (Netherlands). Commission on Environmental Education.

PUB DATE- Oct 85
NOTE- 45p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Conservation Education; *Educational Assessment; *Educational Philosophy; Elementary Secondary Education; *Environmental Education; Instructional Improvement; Natural Resources; Problem Solving; Teaching Methods
IDENTIFIERS- *Environmental Education Programs; *Netherlands

An assessment of the status of environmental education and perspectives on its future direction are presented in this report of the Netherlands' Commission on Environmental Education (CEE). Viewpoints and analyses are offered for the purpose of stimulating discussions and providing recommendations for the development of environmental education. Major sections include: (1) reasons for a new assessment (reviewing previous ideas and points of view on environmental education); (2) consideration of the developing field of environmental education (examining external influences and internal developments which have affected environmental education and offering the primary objective as formulated by CEE for environmental education for the present); (3) starting-points for an educational method (addressing the methods, goals, and processes of environmental education); and (4) starting-points for further recommendations (identifying target groups and suggesting priorities for future examination). Appendices include a bibliography of ten references and an explanation of terms used in the report. (ML)

ED 274 567 SO 017 513

Zicht, Barbara, Ed.; And Others
Public Goods and Services.
Lesley Coll., Cambridge, Mass. National Center of Economic Education for Children.
SPONS. AGENCY- Joint Council on Economic Education, New York, N.Y.
PUB DATE- 82
NOTE- 10p.
AVAILABLE FROM- Joint Council on Economic Education, 2 Park Avenue, New York, NY 10016 ($15.00 per year, 3 issues).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Activity Units; Concept Teaching; *Economics Education; Elementary Education; Experiential Learning; *Government Role; Learning Activities; Political Science; Problem Solving; *Public Facilities; *Services; Taxes

This document includes an introduction to the role of government in the production of public goods and services and 3 brief teaching units. The introduction describes the nature of a mixed economy and points out why most people identify the production of goods and services with private enterprise rather than government. It develops a rationale for public goods and services. The unit, "Let's Go Public," is designed for kindergarten through second grade level. It provides 8 activities which help young children realize their own use of government goods and services and creates an understanding of the purpose of taxes. The third and fourth, and fifth and sixth grade units provide a variety of games and activities designed to develop a better understanding of the role of government and the services funded by taxes. (JDH)

ED 274 629 SP 027 979

Wells, W. Tom
Performance and Safety Characteristics in Ice-Climbing Equipment Selection.
PUB DATE- 86
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Athletic Equipment; Equipment Evaluation; *Equipment Standards; *Performance; *Safety
IDENTIFIERS- *Ice Climbing

This study sought to determine whether Alaskan ice climbers place more emphasis on performance characteristics or on safety characteristics when selecting their various ice-climbing equipment. A survey distributed to members of the Alaska Alpine Club and the Alaska Alpine Rescue Group was developed to contain responses related to both safety and performance characteristics of selected pieces of equipment. Ratings were obtained from 37 ice climbers on the following pieces of equipment: (1) harness; (2) helmet; (3) rope; (4) ice screws; (5) crampons; and (6) hand tools. Results showed that climbers feel safety characteristics should be emphasized in selecting those items that are either most important for keeping the climber on the ice or most likely to fail in the event of a fall. The rope and the ice screws fell into this category. No piece of equipment studied was chosen mainly for its performance characteristics. (JD)

North Carolina Career Development Plan for Teachers and Administrators.

North Carolina State Dept. of Public Instruction, Raleigh.

PUB DATE- Oct 84
NOTE- 51p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Development; Career Ladders; Elementary Secondary Education; *Faculty Development; Incentives; *Management Development; Program Implementation; *Salary Wage Differentials;

State Standards
IDENTIFIERS- *North Carolina

The first section of this monograph outlines the North Carolina career development plan for teachers. The plan consists of five levels of differentiation: (1) Initial Level; (2) Provisional Level; (3) Career Status I; (4) Career Status II; and (5) Career Status III. Differential pay is provided from state funds for each of these five levels. A description is given of the requirements to be fulfilled for each level, as well as the route and time-frame for each. The processes to be followed for application and consideration for levels of status are described. Guidelines are provided for local planning for implementation of the career development plan. Suggested additional responsibilities for Career Status levels are listed, as well as proposed salary schedules. Outstanding features of the career development plan are outlined. Section two presents a summary of the features of the career development plan for administrators, which offers the same five levels of differentiation as the plan for teachers. Pertinent information on the mandate for the plan is appended, as well as highlights of the Quality Assurance Program, standards for approval of teacher education programs, proposed guidelines for a beginning teacher program, and a proposed teacher performance appraisal instrument. (JD)

ED 274 677 TM 860 536

Furtwengler, Carol; And Others
Multiple Data Sources in Teacher Evaluation.
PUB DATE- Apr 86
NOTE- 11p.; Paper presented at The National Council on Measurement in Education (San Francisco, CA, April 17-19, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Ladders; Classroom Observation Techniques; *Data Collection; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Merit Pay; *Peer Evaluation; Portfolios (Background Materials); Questionnaires; Scoring; State Programs; *Teacher Evaluation; Teacher Promotion
IDENTIFIERS- Tennessee; *Tennessee Career Ladder Program

The Tennessee Career Ladder Program is a statewide evaluation system designed to pay teachers for teaching well. The system is based on a set of objectives called Domains of Competence, which are subdivided into Indicators. Early in the design of the system, it was decided to use multiple data sources, including a variety of instruments, to assess the Domains and Indicators. This paper reports the 1984-85 evaluation of 3,000 experienced classroom teachers. Grade levels K-12 and general education subject areas were included. Each teacher was evaluated by a team of three trained peer teachers from other school systems. The 105 full-time evaluators received more than 60 hours of training in administering the seven instruments: classroom observation, portfolio analysis, principal questionnaire, student questionnaires, peer questionnaires, a test, and evaluator judgment. Analysis includes descriptions of the evaluation system and of changes made in the system for use in 1985-86 and the reasons for them. The Domains and Indicators used in the 1984-85 evaluation and their data sources are included in the appendix. (Author/JAZ)

ED 274 583 SO 017 545

Baxter, Maurice
The Constitutional Heritage.
PUB DATE- 11 Sep 86
NOTE- 10p.; Paper presented at the Roundtable Meeting on the Constitution in the Education of Citizens (Bloomington, IN, September 11, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Colonial History (United States); *Constitutional History; Constitutional Law; Government (Administrative Body); Governmental Structure; Government Role; Secondary Education; *United States History
IDENTIFIERS- *United States Constitution

Changing political, social, economic, and intellectual conditions over the past two hundred years have demanded innovation and adjustment of legal doctrine, thus giving the United States Constitution a character which the framers of the document could not have predicted. Historically, one must not only understand developments since 1787 but also the roots of the constitutional system reaching down to a colonial base in the two centuries before 1787. Three principles from our constitutional past (popular sovereignty, federalism, and the rule of law) have innumerable applications, express faith as well as ascertainable fact, and have a breadth transcending the American experience. Popular sovereignty, the principle that governments derive their power from the consent of the governed; federalism, the division of power between a central authority and regional-local levels; and the rule of law, meaning a just government operating within the constraints of the legal system, all persist; at the same time, they are in some respects interpreted differently now than in former generations. The living Constitution of 1986 may differ from the text written in 1787, but the framers themselves made it possible. They felt it necessary and desirable to write a brief, open-ended document which would not have survived two hundred years if it had been long, detailed, and impossible to change. (APG)

ED 274 613 SO 017 615

Moore Margaret; Moore, John Travers
Pepito's Speech at the United Nations.
United Nations, New York, N.Y.
REPORT NO.- ISBN-91-1-100265-6

PUB DATE- 85
NOTE- 45p.
AVAILABLE FROM- United Nations Publications, Room DC2-0808, United Nations, New York, NY 10017 ($8.95 cloth, $4.95 paper).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Childrens Literature; Elementary Education; Fiction; *International Cooperation; *International Organizations; *Peace
IDENTIFIERS- *United Nations

This illustrated book for children tells a story about Pepito, a young boy who appreciates the value of diversity and the need for harmony in the world. Pepito was a peacemaker who liked to smile and to listen. He heard much about the United Nations and became enamored with the idea of making a speech before the Assembly. He wanted to tell the world how to have peace. In his dream Pepito is allowed to address the General Assembly of the United Nations. He forgets his speech and instead finds the simple answer to world agreement and kindness in a single smile--a medium of friendship understood by all peoples of the world. (BZ)

ED 274 663 SP 028 178

Visions of Reform: Implications for the Education Profession. The Report of the ATE Blue Ribbon Task Force.

Association of Teacher Educators, Reston, Va.

PUB DATE- 86
NOTE- 74p.
AVAILABLE FROM- Association of Teacher Educators, Suite ATE, 1900 Association Drive, Reston, VA 22091 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accreditation (Institutions); Economic Factors; *Educational Change; *Educational Policy; *Position Papers; Teacher Certification; *Teacher Education Programs

This report presents an analysis and implications of three current and major education reform reports. Part one reviews and analyzes the National Council for Accreditation of Teacher Education (NCATE) redesign, the Holmes Group report, and the report of the Carnegie Forum on Education and the Economy. Part two points out the implications which the reform efforts hold for state education agencies, public schools, and institutions of higher education in the areas of policy development, leadership/assistance, monitoring/evaluation, and marketing. Also included are "Commentary" and "Look to the Future" sections to provide a basis for thinking about the potential impact of these reports. The report generally supports the redesign of NCATE, but raises serious questions about the Holmes Group exclusionary model for preparing teachers. The report also cautions about the Carnegie Forum proposals for a national board to certify teachers, and for directly relating teacher incentives to standardized student product measures. (JD)

Treagust, David F.; Fraser, Barry J.

Validation and Application of the College and University Classroom Environment Inventory (CUCEI).

PUB DATE- Apr 86
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). For related documents, see TM 860 561-562.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Environment; Classroom Research; Correlation; Foreign Countries; Higher Education; Locus of Control; Measurement Techniques; *Outcomes of Education; *Questionnaires; Seminars; Student Attitudes; Teacher Attitudes; *Test Construction; *Test Reliability; *Test Validity
IDENTIFIERS- Australia; *College University Classroom Environment Inventory

This paper describes the development, validation, and use of a research instrument, the College and University Classroom Environment Inventory (CUCEI), designed to assess the environment of small higher education classrooms. The instrument evaluates students' or instructors' perceptions of the following seven psychosocial dimensions of actual or preferred classroom environment: personalization, involvement, student cohesiveness, satisfaction, task orientation, innovation, and individualization. Administration of the CUCEI to 372 students in 34 classes and to 20 instructors attested to the internal consistency reliability and discriminant validity of the actual and preferred forms with either the individual or the class mean as the unit of analysis, and supported the ability of the actual form to differentiate between the perceptions of students in different classrooms. A research application of the CUCEI involving associations between student outcomes and classroom environment tentatively suggested that the nature of the classroom environment affects outcomes. Another research application suggested that both students and instructors preferred a more favorable classroom environment than the one actually present, and that instructors viewed classroom environments more positively than did their students in the same classrooms. Desirable future applications of the CUCEI for research purposes and in improving teaching in higher education are considered. A copy of the inventory and a three-page list of references are included in the appendix. (JAZ)

ED 274 553 SE 047 253

Cutcliffe, Stephen H., Ed.
Technology and Literature. Working Papers Series, Volume 5.
Lehigh Univ., Bethlehem, PA. Technology Studies Resource Center.
PUB DATE- Mar 86
NOTE- 100p.; For volumes 1-3, see ED 259 913-915; for volume 4, see ED 272 371.
AVAILABLE FROM- Office of the Bursar, Alumni Memorial Bldg. #27, Lehigh University, Bethlehem, PA 18015. (Price, $6.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Science; Higher Education; *Interdisciplinary Approach; *Literature; *Philosophy; *Science and Society; Science Education; Technological Advancement; *Technology; Thematic Approach

Designed to help foster new research and facilitate a wider dissemination of research and ideas, this fifth volume in an ongoing series of working papers explores selected themes on the relationship between technology and literature. Three papers are presented which represent a sampling of the themes that could be pursued through literature in a variety of technology and society courses. The first paper, "Technology, Romanticism, and Blake" by Mark L. Greenberg, reviews romanticist William Blake's response to the impact of contemporary book printing technology on writing and artistic form. In the second paper, "Technology, Pynchon, and the Meaning of Death," Lance Schachterle explores novelist Thomas

Pynchon's critique of technology and focuses on how the fear of death is routinized by technology. "Literature as Technology," by Joseph W. Slade, the third paper, notes the similarities between science and literature. Comments and responses to the three papers are offered by Edward J. Gallagher. He applies the notion of three levels of consciousness to the different approaches reflected in each of the papers and explains how they may be utilized in a course on literature and technology. (ML)

ED 274 568 SO 017 514

Zicht, Barbara, Ed.; And Others
Externalities.
Lesley Coll., Cambridge, Mass. National Center of Economic Education for Children.
SPONS. AGENCY- Joint Council on Economic Education, New York, N.Y.
PUB DATE- 82
NOTE- 10p.
AVAILABLE FROM- Joint Council on Economic Education, 2 Park Avenue, New York, NY 10016 ($15.00 per year, 3 issues).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Activity Units; Concept Teaching; *Costs; *Economic Factors; *Economics Education; Elementary Education; Experiential Learning; Government Role; Learning Activities; Political Science; Problem Solving; Public Facilities; Services; Taxes

This issue explains the concept of externalities (benefits or burdens which accrue to society when there is a difference between the private cost or benefit of an action and the social cost or benefit of that action). These external or social costs of individual actions are often referred to as spillover costs. Three brief teaching units follow the introduction. The grade K-2 unit, "Spillover Detectives," provides activities which require children to identify and investigate examples of both positive and negative externalities. The grade 3-4 unit, "Exploring Externalities," uses decision making, problem solving, and a case study approach to explore the concept of externality. "Consider the Costs," the 5th and 6th grade level unit, provides 3 teaching activities which have students examine negative and positive externalities. (JDH)

ED 274 599 SO 017 582

Krieger, Milton
S. O. Awokoya and Nigeria's Western Region, 1952-1985: A Key Source for Africa's Policy Dilemma over Education and Development.
PUB DATE- 85
NOTE- 73p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Economic Development; *Educational Development; *Educational Philosophy; *Educational Policy; *Foreign Countries; Higher Education; *Politics of Education
IDENTIFIERS- *Nigeria

Nigeria's Western Region established a very early, ambitious, original education policy when self-government began in 1952, adopting the African nationalist wisdom that education could spearhead a development strategy for genuine independence. Much of this paper analyzes the philosophy and recounts the implementation of this comprehensive, indigenously focused program. Special retrospective emphasis is accorded its chief architect Stephen Awokoya, regional Minister of Education, 1952-1956, whom scholars of African education and development have neglected, and the similarly neglected features which his policy incorporated alongside its best known detail, free universal primary education. The paper then reviews prominent Africanist literature (Foster, Abernethy, Moumouni, Amin, Peel) which since 1960 questions the basic assumption equating education with development, on grounds of performance and cost. Awokoya and his Western Region legacy is assessed from this critical perspective, thus offering comparison of a pioneer African educational policy with current realities. (Author)

ED 274 630 SP 028 007

Burbank, Irvin K.
S.E.I.P.--An Initial Step in Seeking Change in Teacher Education.
PUB DATE- 86
NOTE- 17p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College School Cooperation; Elementary Education; Elementary School Teachers; Higher Education; *Internship Programs; *Preservice Teacher Education; Program Attitudes; *Program Design; *Program Effectiveness; Program Evaluation; Theory Practice Relationship
IDENTIFIERS- Canada; Saanich Elementary Internship Program

The Saanich Elementary Internship Program (SEIP), a team effort between the University of Victoria (British Columbia) faculty of education and the Saanich School District, was investigated for the purpose of improving the preparation of elementary school teachers. The Saanich School District was primarily responsible for selection and placement of interns, and the selection and coordination of the sponsor teachers. The university was principally responsible for teaching the professional year courses for the interns and supervising them during the practicum. An overview is presented of the activities and duties of the interns during each of the four phases of the 7-month program, and a schedule of the courses of instruction during the program is summarized. At the conclusion of the first year of the program, an evaluation questionnaire was submitted to sponsor teachers, interns, university supervisors, and school principals. A list of results is presented on responses to questions on program satisfaction, academic preparation, program organization/administration/communication, and professional growth. A list is also provided of comments on the strengths of the program and suggested modifications. Seven recommendations are offered based on the information from the questionnaire and from interviews with the participants. (JD)

ED 274 614 SO 017 618

Jones, Carol, Ed.
Elementary Social Studies Curriculum Guide (K-5).
Albuquerque Public Schools, N. Mex.

PUB DATE- 86
NOTE- 508p.
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cross Cultural Studies; Cultural Awareness; Cultural Differences; Curriculum Guides; Elementary Education; *Elementary School Curriculum; Instructional Materials; Intercultural Programs; Learning Activities; Learning Strategies; *Multicultural Education; *Social Studies

Written for grades K-5 from a multicultural perspective, the curriculum guide has a dual focus: intracultural and intercultural. Rationales for this focus include raising the sensitivity of students toward their own cultural groups and examining the commonalities across cultures for an awareness of what binds people together. Implementation of a multicultural curriculum is intended to achieve the following objectives: (1) to encourage in students self-definition as well as sensitive group interaction and participation; (2) to help everyone involved in the curriculum recognize that each cultural group has a special contribution to make to the educational experience of all students; and (3) to help everyone involved respond positively to the cultural identities of others. The guide's systematic approach is carried out through concepts, objectives, and activities that directly reflect major skills described within the guide and are supported by references to textbooks, materials, instructional tools, and sources that are culturally appropriate, authentic, and that avoid stereotypes and misconceptions. At each grade level major emphasis is handled separately and each curricular goal is subdivided into five parts: objectives, suggested activities, textbook references, other sources, and integration. Developed consistently in the total program but not necessarily receiving equal emphasis in any one year are seven strands that appear throughout the K-5 program: government and law (citizenship); economics and consumerism (wants, needs, and choices); sociology (family and other groups); social psychology (self-awareness); geography; history (change and opportunity); and anthropology (culture). An appendix of 115 social studies skills is included. (TRS)

ED 274 647 SP 028 117

Mickler, Walt
The Beginning Teacher Program: A Model Local Induction System and
  School Improvement Progam.
PUB DATE- Nov 84
NOTE- 34p.; Paper presented at the Annual Meeting of the National
  Council of States on Inservice Education (9th, Orlando, FL,
  November 16-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
  Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Classroom Techniques; Elementary
  Secondary Education; *Improvement Programs; Inservice Teacher
  Education; *Program Design; Program Implementation; Teacher
  Effectiveness; *Teacher Orientation; Workshops
IDENTIFIERS- *Beginning Teacher Induction

This beginning teacher program is a combination of a support and training program for first-year teachers in 12 school districts in Kansas. Participation is required and the program features regular meetings with the building principal, a year-long, performance-based skill training program, and a set of performance tasks which ask the beginning teacher to demonstrate classroom mastery of basic teaching skills. The content of the program was chosen primarily from research on effective teaching. The sessions focus on: (1) beginning the school year effectively; (2) teacher behavior and classroom control; (3) behavior management techniques; (4) conferencing with parents; (5) lesson planning for successful teaching; (6) a modified Hunter Model of teaching; (7) co-op services and procedures; (8) classroom communication; (9) questioning patterns and sequences; (10) teaching styles/learning styles; (11) teaching study skills while teaching content; (12) evaluating student progress; and (13) the teacher and school law. Descriptions are given of the use of resource people, the principal's responsibilities, incentives, and program materials. Expected outcomes of the program and suggestions on program implementation are discussed. A copy of a participant guide, a principal's evaluation guide, and an interim progress report are appended. (JD)

ED 274 678 TM 860 538

Noble, Robert F.
Multiple Regression Analysis of Six Predictor Variables of Academic Achievement in the Course Introduction to Research.
PUB DATE- Apr 86
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *College Entrance Examinations; Correlation; *Grade Point Average; Graduate Students; Higher Education; Hypothesis Testing; *Majors (Students); *Predictor Variables; *Regression (Statistics)
IDENTIFIERS- Graduate Record Examinations
The purpose of this research was to determine, through multiple regression analysis, the strength of the relationship of each of six predictor variables (undergraduate major, undergraduate grade-point average (GPA), graduate major, graduate GPA, Graduate Record Examinations (GRE) Quantitative score, and GRE Verbal score) to academic achievement (in numerical form) in an introductory research course. The following conclusions were made: (1) of the six predictor variables, the strongest predictor of the final grade

in the course was the cumulative graduate GPA of the student; (2) second in predictive power, but of considerably lesser strength, was the GRE Qualitative scale; (3) the undergraduate GPA and GRE Verbal scale appeared to be of little added predictive value; (4) the undergraduate major of the graduate student has little or no value in predicting the outcome grade in the introductory research course. (Author/JAZ)

ED 274 584 SO 017 547

Elementary Social Studies: Alaska Curriculum Guide. Second Edition.
Alaska State Dept. of Education, Juneau. Office of Curriculum Services.
PUB DATE- Jun 86
NOTE- 271p.; For the secondary social studies guide, see SO 017 548.
LANGUAGE- English
EDRS Price - MF01/PC11 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Change; *Citizenship Education; *Cultural Education; Elementary Education; *Environmental Education; *Geography; Grade 7; Grade 8; State Curriculum Guides; *United States History
IDENTIFIERS- *Alaska

This guide represents a synthesis of input from many sources, both Alaskan and national. The critical components of a social studies education (knowledge, democratic beliefs and values, and skills) are incorporated throughout the guide which also features the concepts of justice, equality, responsibility, rule of law, freedom, diversity, privacy, and international human rights. The themes included for grades 1-6 are: identity, culture, environment, change, citizenship/government, scarcity, and interdependence. The goal of this focus is to illustrate how people and places interact. how people of differing areas depend on each other, and how people and places fit into a global community. Social studies for the 7th and 8th grade are offered as distinct content courses with a 7th grade concentration in geography/Alaksa geography, and an 8th grade focus on United States history. The themes included in this comprehensive 8th grade course are: exploration and expansion, development of American government and political change, immigration and social change, economic development and technological change, and foreign policy. An appendix contains a listing of grade appropriate skills. (BZ)

ED 274 600 SO 017 583

Kachaturoff, Grace
Improving Teaching and Learning in the Social Studies Classroom.
PUB DATE- 86
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; Discipline; Educational Objectives; Elementary Secondary Education; Higher Education; Learning Experience; *Social Studies; Teacher Education; Teaching Methods

Beginning with a review of the purpose of social studies education and the major responsibilities of teachers, this paper goes on to discuss various approaches to citizenship education, including the verbalizing of perceived values at the elementary and secondary levels; the study of persistent social, economic, and political problems; the acquisition of decision-making skills; and the participation and direct involvement of students in community and school projects. An overview of such current educational issues as declining enrollments, "back to basics" emphasis, discipline and related problems, lack of preparation time for teachers, the need for continuing education, resource support, recognition for teachers, and the need for creative and productive leadership in schools is presented. The topic of improving social studies instruction is discussed from the standpoints of teaching strategies, learning activities, and experience. Guidelines for selecting appropriate learning activities, instructional objectives for the social studies (attitude objectives, knowledge objectives, and skills objectives), curriculum development, and instructional methodology (scope and sequence, curriculum guides, inquiry based instruction, question types, and questioning techniques) are outlined. (SY)

Simmons, Joanne M.
Master of Arts-Classroom Teaching (MA-CT) Program Research & Evaluation Plan.
PUB DATE- Oct 84
NOTE- 52p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Graduate Study; Higher Education; *Independent Study; *Inservice Teacher Education; Masters Degrees; *Program Evaluation; *Research Utilization; *Teacher Education Programs; Teacher Effectiveness
IDENTIFIERS- Michigan State University

The overall goal of the Master of Arts-Classroom Teaching (MA-CT) degree program at Michigan State University is to enable classroom teachers to demonstrate the knowledge, commitment, and ability to improve teaching effectiveness through self-sustained professional growth throughout their careers. An individualized plan of study is developed for each participant that reflects the professional needs and interests of the individual in terms of the specific classroom context and the diverse student needs with which the teacher works. The MA-CT core courses: Classroom Analysis, Instructional Development, and Classroom Synthesis, offer participants an opportunity to explore the world of educational research regarding effective learning, teaching, and schooling, diverse learner and community needs, classroom practices, and issues surrounding teaching as a profession. The evaluation instrument presented in this document was developed to provide an in-depth assessment of the MA-CT program. A prefatory explanation is provided of the research and evaluation questions to be investigated, the treatment to be investigated, the specific subjects evaluated, and data collection procedures. A three-page bibliography and a copy of the evaluation questionnaire are appended. (JD)

ED 274 554 SE 047 254

Resource Based Learning. Memorandum No. 64.
Dundee Univ. (Scotland). Coll. of Education.
SPONS. AGENCY- Scottish Curriculum Development Service (Scotland). Education for the Industrial Society Group.
PUB DATE- Oct 84
NOTE- 123p.
AVAILABLE FROM- Scottish Curriculum Development Service-Dundee Centre, College of Education, Gardyne Road, Broughty Ferry, Dundee DD5 1NY, Scotland.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Biology; Case Studies; Chemistry; Foreign Countries; *Individualized Instruction; Instructional Materials; Learning Strategies; Physics; Science Education; *Science Instruction; Science Interests; *Secondary School Science; *Student Centered Curriculum; Student Interests; Student Participation; *Teaching Methods; Teaching Models
IDENTIFIERS- *Resource Based Learning (Scotland); *Scotland

Resource-based learning is described in this document as a pupil-centered approach to teaching science in which a wide variety of resources are used. Students are given some freedom of pace and choice of activity while teachers provide resources to the student when they are needed. The learning is then based on the resources and the pupil can make as much use of them as his/her abilities and interests dictate. The booklet was developed to assist teachers in: (1) deciding if resource-based learning is feasible for their teaching situation; (2) deciding which model of resource-based learning would best fit their needs (should they decide it is feasible); (3) producing course materials which are organized and manageable; and (4) implementing a resource-based learning program. Included are five case studies from Scottish high schools which use a resource-based approach to learning. Two of the case studies are examples of resource-based approaches to teaching physics, one deals with chemistry, one with biology, and the last one is used in an integrated science course. The appendices include a register of resource-based science courses in Scottish secondary schools and a bibliography. (TW)

ED 274 569 SO 017 515

Walstad, William B.; And Others
Money and Exchange.
Lesley Coll., Cambridge, Mass. National Center of Economic Education for Children.
SPONS. AGENCY- Joint Council on Economic Education, New York, N.Y.
PUB DATE- 82
NOTE- 10p.
AVAILABLE FROM- Joint Council on Economic Education, 2 Park Avenue, New York, NY 10016 ($15.00 per year, 3 issues).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Activity Units; Concept Teaching; *Costs; *Economic Factors; *Economics Education; Elementary Education; Experiential Learning; Government Role; Learning Activities; Political Science; Problem Solving; Public Facilities; Services; Taxes

This teaching guide begins with an explanation of the role of money in the economy, focusing on its circulation or exchange. The use of money as a unit of account, a store of value, and a medium of exchange are explained. Three brief teaching units are included. The grade K-2 unit, "Money Counts," provides games and activities which develop the concept of money and its use as a medium of exchange. "Who Needs Money?" is a unit intended for grades 3 and 4. It provides 7 activities which highlight the use of money as a store of value, a measure of the value of services, and a facilitator of exchange and interaction. A secret code "money message" worksheet is also provided. The grade 5-6 unit, "Bingo! It's Money!" provides a classroom trading experience, a product manufacturing activity, a discussion, and a money bingo game to help older students explore the role of money in our economy. (JDH)

McConnell, Ann M.
Effects of Gains in Performance on Attitudes Formed toward a Motor Learning Task.
PUB DATE- May 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; *Attitude Measures; *Performance Tests; Physical Education; *Psychomotor Skills; *Student Attitudes

Two hypotheses were tested: (1) A group which has the greatest number of gains in performance on successive trial scores will develop a more positive attitude toward the task; and (2) A group which has the greatest gains in performance in successive trials will show the greatest change in an already formed attitude. Male and female high school students (N=24) in Cape Girardeau, Missouri, were randomly selected and divided into two groups with an equal number of males and females in each group. The subjects performed 12 trials of 15 seconds each of a rotary pursuit task, read directions for completion of the attitude measure instrument, and then completed the instrument. This series of activities was then completed a second time. The difference in treatment of the two groups occurred in the time-on-target. The motor learning performance scores were significantly different between the first and second set of trials and between the sexes. The two factorial analyses of attitude scores did not support the hypotheses. There was a significant interaction with girls' attitudes, improving significantly when more precise information produced an increased number of gains. (Author/JD)

ED 274 679 TM 860 539

Yale, David C.
Implementation of a Microcomputer-Based Testing System in a Military Training Environment.
Assessment Systems Corp., St. Paul, Minn.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR-RR-85-2
PUB DATE- 11 Nov 85
NOTE- 24p.
CONTRACT- 00014-83-C-0634
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; *Adaptive Testing; Adults; Computer Assisted Instruction; *Computer Assisted Testing; Diagnostic Tests; Item Banks; Microcomputers; *Military Training; Postsecondary Education; Standardized Tests; Technical Education; *Test Construction; *Testing
IDENTIFIERS- *MicroCAT Testing System

A computerized testing system was installed on an experimental basis at the Basic Electricity and Electronics School of the Naval Training Center in San Diego. The system consisted of a network of IBM Personal Computers running a slightly modified version of the commercially available MicroCAT Testing System. It was configured to fit transparently into the school's computer-managed instruction system. After a few minor adjustments and a few added features, the system met its goal of paralleling the paper-and-pencil version of the tests with a minimum of change in standard testing procedures. Now in place, the system provides a base on which diagnostic testing research can begin. Diagnostic testing will be implemented using the custom interface included in MicroCAT, which allows users to link FORTRAN or Pascal procedures to MicroCAT. (Author/JAZ)

Williamson, John C.; And Others
Use of Classroom and School Environment Scales in Evaluating Alternative High Schools.
PUB DATE- Apr 86
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). For related documents, see TM 860 560 and TM 860 562.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Classroom Environment; Classroom Research; Foreign Countries; Higher Education; High Schools; Measurement Techniques; *Nontraditional Education; *Questionnaires; *Student Attitudes; *Teacher Attitudes; *Test Validity
IDENTIFIERS- Australia; College University Classroom Environment Inventory

In this research, some alternative high schools were evaluated in terms of both students' perceptions of classroom environment and teachers' perceptions of school environment. A sample of 742 students in 62 classes in alternative and conventional schools responded to the College and University Classroom Environment Inventory's seven scales (Personalization, Involvement, Student Cohesiveness, Satisfaction, Task Orientation, Innovation and Individualization), whereas a sample 106 alternative school teachers and 34 control teachers responded to eight scales (Affiliation, Professional Interest, Achievement Orientation, Formalization, Centralization, Innovativeness, Resource Adequacy and Work Pressure in a modified version of the School-Level Environment Questionnaire. Generally analyses of data based on both student perceptions of classroom environment and teacher perceptions of school environment suggested that the alternative high schools had been successful in fostering an environment or ethos which was more favourable than that prevalent in regular high schools. A copy of the questionnaire used in the study and a five-page list of references are attached. (Author/JAZ)

ED 274 585 SO 017 548

Secondary Social Studies: Alaska Curriculum Guide. Second Edition.
Alaska State Dept. of Education, Juneau. Office of Curriculum Services.

PUB DATE- Jun 86
NOTE- 281p.; For the elementary social studies guide, see SO 017 547.
LANGUAGE- English
EDRS Price - MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Design; Curriculum Development; High Schools; Secondary Education; *Social Studies; State Curriculum Guides

A secondary social studies model curriculum guide for Alaska is presented. The body of the guide lists topics/concepts, learning outcomes/objectives, and sample learning activities in a 3 column format. The first column, topics/concepts, describes the content area, defining the subject broadly and listing subconcepts or associated vocabulary. The second column, learning outcomes/objectives, describes the understandings, behaviors, and goals that students are expected to demonstrate as a result of their learning experiences. The third column, sample learning activities, promotes student progress toward the stated goals. The guide is designed to integrate the knowledge base of facts, concepts, and generalizations with the development of democratic values and beliefs, and skills in critical thinking and problem solving. Eight course outlines are provided: western civilization/world history, U.S. history, Alaskan studies, economics, political science, anthropology, psychology, and sociology. (TRS)

ED 274 615 SO 017 622

Mayton, Daniel M., II; Moore, Richard K.

Values and Nuclear War Education: Is Teaching a Subversive Activity?

PUB DATE- 2 Jul 86
NOTE- 26p.; Paper presented at the Annual Meeting of the International Society of Political Psychology (Amsterdam, The Netherlands, July 2, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disarmament; *Dogmatism; *Ethical Instruction; Higher Education; Ideology; Moral Values; National Defense; *Nuclear Warfare; *Peace; Social Values; *Values Education; War

Discussion and analysis of the nature of conservative criticisms of nuclear war education and of the peace issue in general are provided in this paper. The general theme of the conservative criticism is that the proponents of such courses are deliberately serving the interests of the Soviet Union by subverting the morality of students away from the traditional American mainstream.

The paper also suggests research strategies to empirically address the criticisms raised concerning nuclear war education. Nine students in a nuclear war course at Lewis-Clark State College (Idaho) were administered the Rokeach Value Survey and the Modified World Affairs Questionnaire. The results (which should be interpreted cautiously because of the small sample size) suggest that nuclear war education has had the effect of leading students more toward the "mainstream" of popular thinking, and that although the broad amount of substantive knowledge obtained by these students in economics, physics, biology, strategy, and psychology was significant, the course did not have a major effect on individual values. A two-page list of references and five data tables are appended. (BZ)

ED 274 648 SP 028 123

Mello, Lawrence T.
Peer-Centered Coaching. Teachers Helping Teachers to Improve Classroom Performance.
PUB DATE- 84
NOTE- 22p.; A product of the Associates for Human Development.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; Classroom Observation Techniques; Elementary Secondary Education; *Helping Relationship; Inservice Teacher Education; *Instructional Improvement; *Peer Teaching; *Teacher Improvement

The major underlying assumptions of the Peer-Centered Coaching Model are that teachers are experts with respect to instruction and, because they believe that they can help each other with classroom problems better than help can be given from other sources, they trust each others' advice. The fundamental element of this coaching model is the use of peer observation in the classroom. A description is given of the process of selecting a peer coach for reciprocal observation and positive feedback. Guidelines are offered on developing a schedule for observation, successful observation techniques, and the format for the feedback session. Included in this model is the concept of the support group, organized to provide a vehicle to help teachers as they continue to improve their instructional effectiveness. The role of the principal in this peer-coaching model is described, as well as the roles of the support group facilitator and group recorder. The format for support group meetings is outlined, and suggestions are given on the development of an agenda for the group, and how the group can provide review and feedback assistance in problem solving. (JD)

ED 274 665 SP 028 181

Marso, Ronald N.; Pigge, Fred L.

Influences of Student Teaching and Student Characteristics on Anxieties, Concerns, and Attitudes about Teaching.

PUB DATE- Oct 86
NOTE- 15p.; Paper presented at the Annual Meeting of the Midwestern Educational Research Association (Chicago, IL, October 16-18, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; Higher Education; Preservice Teacher Education; *Self Concept; *Student Characteristics; *Student Teacher Attitudes; Teacher Effectiveness; *Teaching Experience

This study was designed to investigate relationships between student characteristics and changes during student teaching in anxieties, attitudes, and concerns about teaching. The subjects were three groups of students: 151 beginning student teaching, 162 completing student teaching, and a subset of 81 for whom both pre- and post-student teaching measurements were available. Less anxiety about teaching and less concern about survival was reported following student teaching. Attitude towards teaching remained positive for the total sample; however, males and secondary majors reported a less positive attitude and more anxiety about teaching following student teaching. Less anxiety and concern was reported about: (1) being observed while teaching; (2) feeling adequate as a teacher; (3) being accepted and respected by other professionals; (4) the ability to perform before a class; and (5) coping with parent-teacher conferences. The student characteristics of teaching field, gender, assurance of decision to teach, perceived effectiveness as a future teacher, anticipated grade level of teaching, and when the prospective teacher decided to become a teacher were found to be related to one or more of the measures. (Author/JD)

ED 274 570 SO 017 516

Wentworth, Donald R.; And Others
Spending Money Wisely.
Lesley Coll., Cambridge, Mass. National Center of Economic Education for Children.
SPONS. AGENCY- Joint Council on Economic Education, New York, N.Y.
PUB DATE- 82
NOTE- 14p.; For other issues of this journal, see SO 017 511-520.
AVAILABLE FROM- Joint Council on Economic Education, 2 Park Avenue, New York, NY 10016.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Activity Units; Concept Teaching; *Consumer Education; *Decision Making; Early Childhood Education; *Economics Education; Elementary Education; Experiential Learning; Learning Activities

The theme article of this issue, "Spending Money Wisely," by Donald R. Wentworth, begins with an explanation of basic strategies which aid wise spending. The article goes on to provide an introduction to economic reasoning related to consumer purchases and focusing on the role of incentives, scarcity, and alternatives. Four teaching units follow this conceptual introduction. The first unit, intended for pre-kindergarten use, includes activities which have preschoolers listen to a book about shopping ("On Market Street," by Arnold Lobel, 1981), sing a song, hear an economic version of the three pigs, create a nutritious snack, and survey their snack preferences using a pictograph. The K-2 unit, "Kiddie Konsumers," has students set up a mini-mall in their classroom to practice making wise purchase decisions. Additional activities have students clip refund coupons, recognize wise consumer decisions presented in teacher-read scenarios, and investigate which fast food chain has the best price on a cheeseburger, fries, and milkshake. "Sell Words," the third and fourth grade unit, contains seven activities designed to help students learn how to spend their money wisely. Students analyze advertising techniques, keep a television advertising log, conduct a swap-meet attempting to "market" their used merchandise, listen to a guest speaker, and play a consumer version of "lets pretend." The unit for 5th and 6th graders involves students in examining alternative purchase decisions, evaluating the quality of products as a part of consumer decision making, playing "The Chip Choice," and investigating peanut butter bargains. (JDH)

ED 274 601 SO 017 585

Rindsberg, Helen
Japanese-American Trade: 1797 to the Present. Suggested Lessons.
PUB DATE- 15 Aug 86
NOTE- 9p.; Paper presented at the Workshop for Teaching about Japan (Bloomington, IN, August 15, 1986). For related document, see SO 017 586.

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cross Cultural Studies; Economics; Foreign Countries; Grade 11; Grade 12; High Schools; *International Trade; Lesson Plans
IDENTIFIERS- *Japan; *United States

The three lessons included in this packet are from a unit on Japanese and United States trade in the 1960s which is offered by the Cincinnati Public Schools for 11th and 12th graders. The first involves individual students completing an attitude survey which focuses on Japan, class discussion, presentation of a teacher-prepared lecture based on the paper "The Sons of Heaven Confront the Barbarians," and a student compilation of key economic and cultural aspects of the two countries. The second lesson employs a handout of quotations from persons involved in Japanese-United States trade negotiations between 1797 and 1860. Students are to identify cultural values held by the writers, generalize these into "Japanese values" and "United States values," and then discuss how values shape governments' economic policies. The third lesson involves the viewing of a 16mm film "Japan--An Overview" available from the Japan Consulate. Following the film, discussions of cultural values are directed toward their impact on Japanese-United States trade. (BZ)

ED 274 632 SP 028 030

Teeter, Ruskin

The Historical and Social Significance of Teacher Education: A Profile of Henry Barnard.

PUB DATE- Feb 86
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 26-March 1, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - General (140) Historical Materials (060)
DESCRIPTORS- Educational Facilities Improvement; *Educational History; *Public Schools; *Teacher Education
IDENTIFIERS- *Barnard (Henry)

A brief biography is presented of Henry Barnard, one of the leading educators in America during the first half of the 19th century. An early and forceful advocate of free public education, Barnard promulgated his ideas through public service and teaching as well as through writings in "The American Journal of Education," which he edited between 1855 and 1881. Through this medium, scholars communicated and found a means for confronting massive resistance to the development of public schools in the United States. (JD)

ED 274 694 TM 860 562

Hattie, John A.; And Others
Research into Students' Perceptions of Preferred and Actual Learning Environment.
PUB DATE- Apr 86
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986). For related documents, see TM 860 560-561.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Affective Measures; Age Differences; Analysis of Variance; *Attitude Measures; *Classroom Environment; Classroom Research; Cluster Grouping; Factor Structure; Foreign Countries; *Institutional Characteristics; Questionnaires; Secondary Education; *Secondary Schools; Sex Differences; *Student Attitudes; Test Reliability
IDENTIFIERS- Australia; Classroom Environment Scale (Trickett and Moos); Individualized Classroom Environment Questionnaire; My Class Inventory (Fisher and Fraser); Quality of School Life

Measures of both preferred and actual classroom and school environment were administered to 1,675 secondary school students in New South Wales (Australia). Shortened versions of the My Class Inventory, Classroom Environment Scale, and Individualized Classroom Environment Questionnaire, as well as the Quality of School Life questionnaire were administered. Alpha reliability estimates indicated extremely high test reliability for the 19 scales in the four instruments. Maximum likelihood factor analysis revealed four factors from all the scales: (1) preference for peer conflict; (2) preference for individualization; (3) preference for teacher-managed structure; and (4) actual rather than preferred environment. Cluster analysis, using a non-hierarchical ISODATA approach, revealed a three-cluster solution: schools were broadly labelled as self-survival, indifferent, or cooperative and motivated. Multivariate analysis of variance indicated significant effects for school type, sex, and grade. English and mathematics achievement were more highly correlated with actual school environment than with preferences in environment. (GDC)

ED 274 555 SE 047 255

Essential Performance Objectives for Science Education. Grades K-9.
Michigan State Board of Education, Lansing.
PUB DATE- Aug 86
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- Biological Sciences; *Curriculum Development; Earth Science; Educational Philosophy; *Elementary School Science; Elementary Secondary Education; Minimum Competencies; Physical Sciences; Process Education; *Science and Society; *Science Curriculum; Science Education; Scientific Attitudes; Scientific Concepts; *Scientific Literacy; *Secondary School Science
IDENTIFIERS- *Michigan

Guidance for the development, assessment and/or improvement of science education programs in Michigan is provided in this handbook for teachers, administrators, and parents. It provides a philosophical foundation and curricular framework from which educators could construct comprehensive local science education programs. The nature of science is defined and described in terms of its relationship with society, the learner, and the school curriculum. Suggestions are offered on how to implement a philosphy which aims for the development of the science and technology literacy of all citizens. Goals and objectives are identified and divided into seven major sections. These include: (1) life science; (2) physical science; (3) earth/space science; (4) science process; (5) science, technology, and society; (6) science attitudes; and (7) nature of science. Each of these discipline areas is further distributed into general topics and subtopics. Coverage expected at the K-3, 4-6, 7-9, and 10-12 grade levels is given for each subtopic and the topics are keyed as introductory, developmental, or reinforcement. Appendices include listings of supplementary resources, journals and newsletters, references, and

acknowledgments. (ML)

ED 274 680 TM 860 540

Vale, C. David
MCATL: A Language for Authoring Computerized Adaptive Tests.
Assessment Systems Corp., St. Paul, Minn.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR-RR-85-3
PUB DATE- 11 Nov 85
NOTE- 27p.
CONTRACT- 00014-83-C-0634
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adaptive Testing; *Authoring Aids (Programing); Branching; Computer Assisted Instruction; *Computer Assisted Testing; Latent Trait Theory; *Programing Languages; Scoring; *Test Construction
IDENTIFIERS- *Minnesota Computerized Adaptive Testing Language

The specification of a computerized adaptive test, like the specification of computer-assisted instruction, is easier and can be done by personnel who are not proficient in computer programming if an authoring language is provided. The Minnesota Computerized Adaptive Testing Language (MCATL) is an authoring language specifically designed for specifying adaptive tests. Its fourteen statements can be grouped into five functions: test division, administration control, scoring, reporting, and customizing. The first four categories provide statements for specifying most types of adaptive tests with minimal programming effort; the fifth category provides an interface with standard programming languages for tests that cannot be directly specified in MCATL. A formal specification of MCATL in Backus Naur Form and a practical example of MCATL are provided. (Author)

ED 274 586 SO 017 550

Terry, Steven M.
A Survey of Required State Studies Courses and Their Evaluation.
PUB DATE- 86
NOTE- 7p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Curriculum Design; *Educational Assessment; Elementary Secondary Education; Program Evaluation; *Required Courses; *State History; State Programs; State Surveys

The paper provides information about a survey designed to ascertain which states require a state studies course and the evaluation of these courses. Forty-three of 46 states affiliated with the Council of State Social Studies Specialists responded to questions asking: (1) if their state required state studies in its school curriculum; (2) if there was a state-wide assessment for this program; and (3) if there were any related or future projects for assessment in their state studies program. Data indicated that although the majority of states did require a state study course as part of their educational system, New Hampshire was the only state to indicate the use of a state-wide assessment of its state studies course. This testing was mandated and funded by the state legislature. Further, while Indiana does not provide for state-wide assessment, one school district in that state has developed an item pool for the Indiana history course. (TRS)

Seller, Maxine Schwartz
World of Our Mothers: The Women's Page of the "Jewish Daily Forward" in 1919.
PUB DATE- 84
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150) Historical Materials (060)
DESCRIPTORS- *Acculturation; Education; Employed Women; Ethnic Studies; Females; Feminism; Higher Education; Immigrants; *Journalism; Socialism; United States History; *Womens Studies
IDENTIFIERS- *Jewish Studies

In 1919 the "Jewish Daily Forward" published in New York City was the leading Yiddish language newspaper in the world. This analysis explores how the themes of socialism, feminism, and Americanization were defined and developed on the women's pages, and what advice and information the page transmitted to its immigrant readers about each theme. Those columnists cited saw socialism as a compassionate political program that would reconstruct society. Women were urged to attack low wages through unionization and legislative action. "The Forward" also provided insight into daily problems of its readers. Suggestions were made concerning behavior and lifestyles appropriate to socialist women and their husbands. Women's suffrage, considered inevitable, was linked with political and economic equality. Articles about notable women, including both women in the work force and homemakers, fostered self-respect. The importance of Americanization reflected both in editorial policy and views of readers. Help was offered in forms of advice that facilitated the Americanization of immigrant women and their entry into the middle class. Emphasizing the socialistic approach held by many readers, editors of this page educated others toward that approach, while offering sympathetic yet limited help in adapting to a new environment. (CBC)

ED 274 649 SP 028 133

Johnston, John M.; James, Terry L.
Leadership and Cooperation through Mentoring: Rethinking Roles in Teacher Education.
PUB DATE- 86
NOTE- 25p.; Paper presented at the Association of Teacher Education Summer Workshop (Flagstaff, AZ, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Elementary Secondary Education; Helping Relationship; *Mentors; *Program Development; Program Improvement; *Teacher Orientation; *Teacher Role
IDENTIFIERS- *Beginning Teacher Induction
It is pointed out in this discussion that mentoring, as a delivery tool in a beginning teacher induction program, has great potential, and the use of experienced educators in guiding relatively inexperienced teachers is of value not only to the first-year teacher but also to the mentor. In examining the goals of mentoring-induction programs, the functions of evaluation (gatekeeping), retention of new teachers, socialization of newcomers, and improvement of work performance are discussed as they relate to the responsibilities of the mentor. The wide variety of roles that mentors perform include teacher, role model, consultant, friend, door opener, confidant, advocate, protector, listener, and counselor. Mentors can also provide new teachers with help in classroom instruction and management, relations with other teachers, administrators, and parents; in addition, they can help to alleviate isolation, anxiety, and self-doubt. Mentors may also play a role in helping to solve personal problems. Suggestions are made for improving mentoring programs and making them more effective. (JD)

McCall, Ava L.
Learning to Teach: The Empowering Quality of Nurturance.
PUB DATE- Oct 86
NOTE- 57p.; Paper presented at the Annual Bergamo Conference on Curriculum Theory and Practice (Dayton, OH, October 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Curriculum Development; Decision Making; Elementary Secondary Education; Females; *Feminism; Job Satisfaction; Locus of Control; *Sex Bias; Socialization; *Teacher Role; *Teaching (Occupation); *Teaching Experience

The relationship of gender to the profession of teaching and curricular decision making is explored from a feminist point of view in this paper. The following questions were considered: (1)What are the experiences of those women who are preparing to teach and have an orientation toward teaching which is empowering for themselves and their students rather than adhering to set curricula and basic skills? (2) How have they contended with their years in patriarchal institutions? (3) Do these women deny their femininity when they teach? (4) How does their gender enter into the process of learning to teach? and (5) How do gender qualities such as assertiveness, confidence, empathy and nurturance influence their curricular and pedagogical decisions? This paper explores the ways one woman's gender influenced the process of learning to teach through her experience during her final year of teacher preparation. Ways in which she was able to realize her empowering orientation toward teaching during her last field experience as well as during her student teaching are examined. A five-page list of references concludes the document. (JD)

TM

ED 274 602 SO 017 586

Rindsberg, Helen
The Sons of Heaven Confront the Barbarians: Japanese-American Trade 1797-1860.
PUB DATE- 15 Aug 86
NOTE- 18p.; Paper presented at the Workshop for Teaching about Japan (Bloomington, IN, August 15, 1986). For related document, see SO 017 585.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Economic Opportunities; *Foreign Countries; *Foreign Policy; *International Relations; *International Trade; Postsecondary Education; Secondary Education; *World Affairs
IDENTIFIERS- *Japan; Perry (Matthew C)

The United States fulfilled its desire to be the country that reopened trade with Japan through the Kanagawa Treaty (1854). Japan reluctantly rejoined the world community at a time when their culture and economy were in disorder. While grappling with the changes within their borders they tried to keep the ways of the "barbarians" from tainting their homeland. A highly developed economic structure had evolved during 250 years of domestic peace from under the policies of the Tokugawa Shogunate (1601-1867). In the early years of this government, it was felt that one of the most serious dangers was the European Catholic missionaries and their converts. To reduce the numbers of missionaries, foreign trade was limited to the Chinese and Protestant Dutch after 1638. In the end, the Japanese were forced to accommodate the changing realities of a world where technology made seclusion impossible to seclude themselves. Commodore Matthew C. Perry's report on the Kanagawa treaty concluded that the "introduction of foreign habits" would open up a consumer market of 30 million people. (BZ)

ED 274 633 SP 028 034

Bamberger, Jeanne; And Others
An Experiment in Teacher Development: Final Report.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Mar 81
NOTE- 108p.; For related document, see SP 028 035.
GRANT- NIE-G-78-0219
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Cognitive Psychology; Elementary Education; Elementary School Teachers; *Faculty Development; *Intuition; *Learning Processes; *Problem Solving; *Schemata (Cognition)

This project examined three hypotheses: (1) teachers can learn to make explicit their own intuitive knowledge as it relates to specific matters and their teaching practice; (2) once a teacher has gained insight into her own knowledge, she can learn to coordinate it with the privileged descriptions of subject matters she is expected to teach; and (3) these skills can serve as a resource for contacting, understanding, and making good descriptions of students' intuitive ways of constructing coherence. Part one of this report gives the background and current state of the project. Part two discusses the hypotheses and tentative evidence for both confirmation and disconfirmation, as well as some unanticipated results. In part three, ways are discussed in which the field of cognitive psychology was drawn upon in the research and how it became a viable tool in teacher development. In part four, a theoretical model is proposed for use in analysis of protocols within problem-solving situations. One worked-out example is included. Part five is a discussion of the effect of the program in the teacher-participants' classrooms. Several appendices are attached--interim reports, published papers pertaining to the project, and other documents associated with the work. At appropriate places in this report, particular directions and explicit questions currently under investigation are indicated. (JD)

ED 274 556 SE 047 460

Blosser, Patricia E.

Safety Hazards in Science Classrooms. ERIC/SMEAC Science Education Digest No. 1, 1986.

ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 3p.
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH. ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Accident Prevention; Biology; Chemistry; Classroom Environment; Elementary Secondary Education; *Laboratory Safety; Physics; Safety; *Safety Education; Science Education; Science Facilities; *Science Laboratories; Science Materials; *Secondary School Science
IDENTIFIERS- ERIC Digests

Safety hazards that are frequently found in science classrooms are addressed in this digest which updates and supplements the 1980 ERIC/SMEAC information bulletin "Safety in the Science Classroom." Information obtained from journal articles and safety guides is presented in the categories of: (1) risks involved in science activities; (2) hazards in chemistry classrooms; (3) hazards in physics classrooms; (4) hazards in biology classrooms; (5) fire; and (6) resources for teachers. Various publications related to safety and safety hazards in science that are available in the ERIC database are identified and described. Guide questions that assist in an assessment of a teacher's familiarity with safety in the science classroom are also provided. A list of 20 references concludes the digest. (ML)

ED 274 571 SO 017 517

Swanson, Gerald J.; And Others

Money Management.

Lesley Coll., Cambridge, Mass. National Center of Economic Education for Children.

SPONS. AGENCY- Joint Council on Economic Education, New York, N.Y.
PUB DATE- 83
NOTE- 14p.; For other issues of this journal, see SO 017 511-520.
AVAILABLE FROM- Joint Council on Economic Education, 2 Park Avenue, New York, NY 10016.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Activity Units; *Budgeting; Concept Teaching; *Consumer Education; *Decision Making; Early Childhood Education; *Economics Education; Elementary Education; Experiential Learning; Learning Activities

The theme article of this issue concerns money management, with the focus on budgeting, interest, credit, savings, and investment. The 4 units which follow this conceptual background for teachers are divided according to grade level. The first unit, designed for pre-kindergarten involves students in listening to Mother Goose rhymes that have monetary themes, such as "Simple Simon," and "Tom, Tom, the Piper's Son." In addition, students do coin tracing, go on an imaginary shopping trip, and earn smiling face stickers for doing classroom chores and good deeds. "Cent-sible Savers," the unit for first and second graders, offers students a board game, role playing, and decision-making activities to help them learn how to manage small amounts of money. Third and fourth graders build a classroom economy based on the value of typical classroom clean-up jobs and "salaries" paid to randomly-chosen job holders. Students learn about credit, interest, and savings as the simulation unfolds. The final unit in this issue provides three learning activities designed to help fifth and sixth grade students develop good spending habits. (JDH)

ED 274 587 SO 017 555

Youth: Identifying Measures for Strengthening Channels of Communication between the United Nations and Youth and Youth Organizations.

United Nations, New York, N.Y.

REPORT NO.- ISBN-92-1-130106-8
PUB DATE- 85
NOTE- 46p.
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Communications; Elementary Secondary Education; *Information Dissemination; Information Networks; Information Transfer; *International Cooperation; *Youth; *Youth Agencies; Youth Clubs
IDENTIFIERS- *United Nations

Reviewing the functions and objectives of communication channels and the efforts of the United Nations and its member states to develop channels of communication with youth and youth organizations over the past decades is the focus of this document. An overview of national, regional, and international channels of communication is provided. Based in part on the findings of a meeting held at Vienna in January, 1984, the document provides recommendations on how United Nations bodies and agencies, individual governments, and governmental and private organizations at the national, regional, and international levels can improve communication between the United Nations and youth. An appendix containing excerpts from statements presented at the Vienna meeting to identify measures for strengthening channels of communication between the United Nations and youth and youth organization is included. (SY)

ED 274 650 SP 028 134

Ayers, Jerry B.
Design Characteristics for Meaningful Program Evaluation.
PUB DATE- 86
NOTE- 15p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Objectives; *Evaluation Methods; Evaluation Needs; Evaluation Problems; Higher Education; Institutional Characteristics; *Program Evaluation; Self Evaluation (Groups); *Teacher Education Programs
IDENTIFIERS- Tennessee Technological University

This paper describes ten generic characteristics that are essential for the meaningful evaluation of a teacher education program. A summary is offered of each characteristic, problems that can be encountered if the characteristic is ignored, and how the characteristic is essential to the operation of program evaluation. These ten characteristics include: (1) faculty, administrator and governing body commitment to the evaluation process; (2) the evaluation system must be an integral part of the total educational program; (3) the evaluation system must be based on the general and specific objectives of the program; (4) the system must be longitudinal and continuous; (5) the system must reflect the state-of-the-art of evaluation; (6) the system must reflect thorough planning; (7) adequate computer resources must be available; (8) there must be an effective feedback system; (9) results of the evaluation must be usable in decision making; and (10) the evaluation system must have a self evaluation component. (JD)

ED 274 681 TM 860 541

Vale, C. David; Gialluca, Kathleen A.

ASCAL: A Microcomputer Program for Estimating Logistic IRT Item Parameters.

Assessment Systems Corp., St. Paul, Minn.
SPONS. AGENCY- Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.
REPORT NO.- ONR-RR-85-4
PUB DATE- 11 Nov 85
NOTE- 31p.
CONTRACT- 00014-83-C-0634
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adaptive Testing; Bayesian Statistics; *Computer Assisted Testing; Computer Simulation; Correlation; *Estimation (Mathematics); Evaluation Criteria; *Item Analysis; Item Banks; *Latent Trait Theory; Microcomputers; *Monte Carlo Methods; Programing Languages; Test Theory
IDENTIFIERS- Armed Services Vocational Aptitude Battery; *ASCAL Computer Program; *Calibration; Item Parameters; Logist Computer Program

ASCAL is a microcomputer-based program for calibrating items according to the three-parameter logistic model of item response theory. It uses a modified multivariate Newton-Raphson procedure for estimating item parameters. This study evaluated this procedure using Monte Carlo Simulation Techniques. The current version of ASCAL was then compared to the current version of LOGIST and a prior version of ASCAL that was used to estimate the parameters in the adaptive item pool of the Armed Services Vocational Aptitude Battery. Parameters were estimated for the items in each of three different-simulated tests. Three different evaluative criteria were used: (1) root mean squared error between true and estimated item parameters, (2) the correlation between true and estimated item parameters, and (3) calibration efficiency. Results suggest that ASCAL produces parameter estimates that are at least as accurate as those produced by LOGIST. There were only minor differences in the three evaluative criteria between the two versions of ASCAL. The differences between ASCAL and LOGIST were slightly larger than the differences between the two versions of ASCAL. Item parameter error increased markedly according to all three criteria and for all calibration procedures when items with an exaggerated range of difficulty parameters were calibrated. (Author/JAZ)

ED 274 695 TM 860 563

Goldstein, Harvey; Wolf, Alison
Practical Testing on Trial: A Study of the Reliability and Comparability of Results under Decentralized System of Practical Assessment.
PUB DATE- Apr 86
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Comparative Testing; *Criterion Referenced Tests; *Evaluation Criteria; Foreign Countries; High Schools; Interrater Reliability; *Performance Tests; Teacher Made Tests; Test Construction; Test Format; Testing Problems; *Test Reliability; Vocational Education; *Work Sample Tests
IDENTIFIERS- United Kingdom

Locally developed occupational tests were administered to 16- and 17-year-olds in a government-sponsored vocational education program in the United Kingdom over a six-month period in 1984. Job skills were tested in two occupational areas: use of a micrometer and invoice completion. Some performance tests were designed by researchers and some by the trainees' supervisors, who administered the tests. Standardized national tests were not used. One purpose of this study was to examine the feasibility and implications of this system of decentralized testing, in which practical tests were designed and administered following central guidelines. The other major purpose of this study was to examine the factors affecting test reliability, within-site examiner reliability, and the comparability of test content and standards across sites. Results indicated that of the examiners who were inconsistent in their application of judgment criteria, five percent were inconsistent in relation to their own micrometer exercises, and 45 percent were inconsistent with their own invoice tests. There appeared to be considerable variation in the standards used between different raters. Results from studying the internal reliability estimates revealed the dangers of a single assessment. The trainees' behavior was extremely variable when performance on two different tasks was assessed. Appendixes describe the methodology more fully and provide formulae for reliability coefficients. Thirteen tables are offered. (GDC)

ED 274 603 SO 017 587

Woyach, Robert B.; And Others
Bringing a Global Perspective to Economics. Field Test Edition.
Missouri Univ., St. Louis. Center for International Studies.; Ohio State Univ., Columbus. Mershon Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 83
NOTE- 131p.; For related document, see SO 017 588.
CONTRACT- G008103942
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Agriculture; Curriculum Development; *Economics; Food; Fuels; Global Approach; High Schools; *Instructional Materials; Learning Strategies; Lesson Plans; *Social Studies; Units of Study
IDENTIFIERS- *Global Studies

Eight lessons on integrated global economics provide detailed instructional materials on world food and energy systems, international cartels, and the nature and process of foreign investments. The materials are designed to help high school social studies teachers develop student understanding of key economic systems and activities and reinforce basic economic concepts through analysis and concept application. Each lesson contains the following components: duration, purpose, objectives, background information for teachers, materials, vocabulary, and instructional strategies to open, develop, and conclude the lesson. Supporting essays, maps, and discussion guidelines are additional components of most of the units. The lessons include: "American Agriculture and the Global Food System"; "Food and the Global Division of Labor"; "Economic Actors: Who's Who in the Global Food System"; "The Age of Oil and the Growth of the Global Petroleum Industry"; "The Economic Impact of OPEC Decisions"; "Dependence in the Global Economy: Natural Resources and International Cartels"; "Why Business Firms Invest Abroad: Three Views"; and "Investing Abroad: A Simulation of Negotiations between Multinational Corporations and Governments." (TRS)

ED 274 617 SO 017 628

Consumer's Resource Handbook and A Suggested Teacher's Guide to the Consumer's Resource Handbook.

Department of Transportation, Washington, D.C.; Office of Consumer Affairs, Washington, D.C.

PUB DATE- Jan 86
NOTE- 106p.
AVAILABLE FROM- Handbook, Consumer Information Center, Pueblo, Colorado 81009 (free).
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050) Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Accountability; *Consumer Education; *Consumer Protection; Disabilities; Disadvantaged; Legal Aid; Postsecondary Education; Public Agencies; Responsibility; Secondary Education
IDENTIFIERS- *Consumer Complaints; *Consumer Information; Consumers; Consumer Services; Private Sector; Public Sector

The booklet is an informational and educational tool designed to help a consumer do three things: (1) to communicate more effectively with those who provide the products and services he or she buys; (2) to locate sources of help; and (3) to resolve complaints in the most effective manner. The booklet contains two major parts. Part 1, "How To Be a Smart Consumer," features tips on how to get the most for one's money and avoid purchasing problems, gives steps for handling complaints and writing a complaint letter, and highlights special sources to contact when unable to resolve a complaint directly through the seller. Part 2, "The Consumer Assistance Directory," lists consumer offices in the public and private sectors that provide assistance with consumer complaints. An index of appropriate organizations or agencies arranged by

subject and a section highlighting services for the disabled are included. The teacher's guide that concludes this document is intended to be used in conjunction with the Handbook but can be used without it also. The guide contains three sections: (1) two suggested teaching units with related support material (unit 1 covers purchasing and unit 2 deals with effective complaint handling); (2) a separate "Major Sources of Help" section that includes public and private agencies; and (3) suggested follow-up activities. While written for the secondary level, the guide is also useful for elementary and adult programs. (TRS)

ED 274 634 SP 028 035

Bamberger, Jeanne; And Others
Analysis of Data from an Experiment in Teacher Development.
SPONS. AGENCY- National Inst. of Education (ED), Washington, DC.
PUB DATE- Nov 82
NOTE- 246p.; For related document, see SP 028 034.
GRANT- NIE-G-81-0042
LANGUAGE- English
EDRS Price - MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Abstract Reasoning; Arithmetic; Cognitive Psychology; *Creative Thinking; Elementary Education; Elementary School Mathematics; Elementary School Teachers; Faculty Development; *Learning Processes; Music Theory

This report documents events and activities that took place in the course of meetings and seminars investigating the cognitive processes and learning styles of elementary school teachers. The report includes an overview and six separate documents, each presenting one facet of the project. The overview is followed in section two by a proposed methodology for the micro-analysis of spontaneous learning as it occurs during the process of building a musical tune with arrangements of bells. Section three deals with "critical moments"--events which are spontaneously recalled and used as images for understanding new situations. Section four is a longitudinal analysis of the evolution of an "idea" in the course of the work of a group of teachers in elementary arithmetic. Section five focuses on the role of interpersonal relations among teachers and between teachers and staff as these influenced the outcomes of seminar explorations and discussions. The sixth section describes the outcomes of the project as seen in observations of five of the teachers' classrooms, and section seven presents brief sketches of each of the participating teachers in the light of their participation in the project. (JD)

ED 274 667 TM 860 137

Vachon, Jean
Attitudes: Their Relationship with Intelligence and Achievement and Their Evaluation.

PUB DATE- Dec 84
NOTE- 26p.; Paper presented at the NATO Scientific Affairs Committee Advanced Study Institute (Athens, Greece, December 10-20, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Measures; Behavior Rating Scales; Check Lists; *Elementary School Mathematics; Elementary Secondary Education; Foreign Countries; Item Analysis; *Mathematics Achievement; *Program Attitudes; Rating Scales; *Student Attitudes; *Test Construction; Test Reliability; Test Validity
IDENTIFIERS- Canada

Student's attitudes toward mathematics were studied in the literatute in relation to (1) IQ and achievement scores and (2) vocational choice and then measured using two new tests which were developed for this study. Positive and negative statements about mathematics were constructed, so that students could indicate degree of agreement or disagreement with them. A panel of six judges then rated each item for its suitability in the proposed attitude scale. The resulting items were administered to a group of students. They were separated into those who scored above, versus below, the median indicating a positive or a negative attitude. Those items which differentiated the two groups by a significant difference were kept. Item analysis was carried out on the mathematics items and on some items pertaining to attitudes toward French. When mathematics achievement was also considered as an external criterion, little relationship was found between attitude and achievement. A second measure was developed--a five-item check list of student behavior to be completed by the teacher. A panel of judges was again consulted. The 23-item attitude scale and the behavioral check list were administered to fifth, sixth, and ninth grade students. Teachers also provided mathematics achievement data. Although test reliability was .93, the correlation between attitude and achievement was low. The check list was a better predictor of mathematics achievement, especially in the ninth grade. A three-page bibliography concludes the document. (GDC)

ED 274 696 TM 860 564

Conoley, Jane Close
Research Methodology in the Study of Consultation.

PUB DATE- Apr 86
NOTE- 38p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)
Opinions/Personal Viewpoints/Position Papers/Essays (120)
Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Attitude Change; Behavior Change; Consultants; *Counseling; *Counseling Techniques; Counselor Client Relationship; Counselors; Intervention; Literature Reviews; *Research Methodology; *Research Needs; *Research Problems

This paper provides a review of research in consultation. The research is analyzed in terms of future directions, methodological shortcomings, and program emphasis. Input, process and output are suggested as a framework to examine components of consultation. A number of studies are mentioned for each component, and a short summary of the studies is presented. Input variables include consultee and consultant characteristics, and problems presented by the consultee. Process variables include techniques used to encourage the consultee to work on the presenting problems. Outcome variables are those variables that reflect changes resulting from consultation. The following problems and prospects are highlighted: (1) a need for a programmatic research effort; (2) an over-reliance on reports from consultees to validate the effectiveness of consultation; (3) a need for consultation researchers to describe more specifically the consultation process; (4) a need for further work on social influence factors in consultation; (5) a need for research on the acceptability of interventions; (6) a need to develop straightforward, heuristic measures of organizational environment; and (7) a need to study expert consultants in addition to trainees. The paper is followed by an extensive bibliography. (JAZ)

ED 274 557 SE 047 461

Disinger, John F.
Current Research in Environmental Education. ERIC/SMEAC Environmental Education Digest No. 1, 1986.
ERIC Clearinghouse for Science, Mathematics, and Environmental Education, Columbus, Ohio.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 3p.
AVAILABLE FROM- SMEAC Information Reference Center, The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, OH ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Animals; Cognitive Development; Elementary Secondary Education; *Environmental Education; *Marine Education; Perception; Physical Environment; *Student Attitudes; *Teacher Attitudes; Teacher Education; *Teacher Influence
IDENTIFIERS- Environmental Attitudes; Environmental Education Research; ERIC Digests

This digest describes a selection of environmental education research studies that were included in the ERIC system in 1985. It is noted that much of the reported research in environmental education continues to deal with the affective domain, but that there are stronger efforts toward relating affective components with knowledge gain, conceptualization, and perception. Studies are reviewed in the areas of: (1) opinions and attitudes; (2) marine orientations; (3) educating the public; (4) attitudes toward animals; and (5) teacher factors. A list of 17 references are also included. (ML)

ED 274 572 SO 017 518

Vredeveld, George M.; And Others
People in the Community.
Lesley Coll., Cambridge, Mass. National Center of Economic Education for Children.
SPONS. AGENCY- Joint Council on Economic Education, New York, N.Y.
PUB DATE- 83
NOTE- 14p.; For other issues of this journal, see SO 017 511-520.
AVAILABLE FROM- Joint Council on Economic Education, 2 Park Avenue, New York, NY 10016.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Activity Units; *Career Education; Concept Teaching; *Consumer Education; Early Childhood Education; *Economics Education; Elementary Education; Experiential Learning; Learning Activities

The theme article of this issue provides a conceptual introduction for teachers to the local community as a market. The introduction discusses the scarcity role in forcing decisions, individuals as producers, specialization of human resources, payment of human resources, and how wages reflect market conditions. Four grade-level specific units follow this introduction. The pre-kindergarten unit, "Econ Ernie's Visit," demonstrates to pre-schoolers that those things they want and need create jobs for grown-ups in their community. The unit for first and second grade helps children learn that people at home depend upon each other to do their special jobs, as do people at work in the community. The unit called "Community Careers" helps third and fourth grade children increase their awareness and appreciation of careers within the community through surveys and interviews. The final unit, intended for fifth and sixth graders, challenges children to examine career changes in past generations and predict careers in the future. (JDH)

ED 274 588 SO 017 556

Fundamentals of Art, Grades 9-12. Instructional Guide.

Montgomery County Public Schools, Rockville, Md.

PUB DATE- 86
NOTE- 77p.; For related document, see SO 017 529.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art Education; Commercial Art; Curriculum Development; Design; Film Production; Freehand Drawing; Handicrafts; High Schools; Instructional Materials; Junior High Schools; Learning Activities; Learning Modules; Learning Strategies; *Lesson Plans; Painting (Visual Arts); Photography; Printing; Sculpture; Teacher Education; Teaching Guides; Television; Units of Study; *Visual Arts

This instructional guide is written for junior/senior high school art teachers as an aid to teaching an elective visual arts course. The guide consists of 10 units, each with instructional objectives further defined through suggested performance objectives. Some performance objectives provide specific student activities to assist teacher planning. Each performance objective contains suggestions for instruction, assessment measures, and instructional materials. All of the sample lessons can be modified to accommodate varied student needs and interests. The lessons include drawing, design, painting,crafts, commercial art, printmaking, sculpture, environmental design, photography, and film/television. Six appendices include: (1) curriculum design; (2) suggested guidelines for art class critiques; (3) outstanding artists (women, Native American, and Afro-American); (4) general health and safety procedures; (5) a coding chart; and (6) art activities supporting the teaching of reading. (TRS)

ED 274 651 SP 028 137

Garrett, A. Warren
Teacher Acceptance of Evaluation through Productivity Management.
PUB DATE- 19 Apr 86
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Attitude Change; Educational Improvement; Elementary Secondary Education; *Evaluation Criteria; Institutional Evaluation; Negative Attitudes; *School Effectiveness; *Teacher Attitudes; *Teacher Evaluation

This paper describes the purposes of educational evaluation with particular emphasis on school improvement. The evaluation process used was based upon the analytical tools developed and tested by the Educational Productivity Council (EPC) of the University of Texas. An early form of this model and reporting system was introduced to a group of 68 teachers from Australia and Texas, and changes in their attitudes towards concepts of teacher evaluation, educational efficiency and classroom productivity measurement were assessed. The research group, using the EPC productivity model, identified a large number of measures which they believed could be used to describe either the outputs or objectives of the educational process. Relevant outputs included scores for reading, writing, and math performence together with affective measures of peer, teacher, and school affiliation. Classroom resource or input measures included a pupil social competency score, pupil attendance and stability measures, pupil/teacher ratios, teacher experience, the support staff available, instructional time, available budget, and classroom percentages of girls and non-minority students. Teachers participating in the research displayed positive change in their attitudes towards concepts of educational efficiency, classroom productivity, and teacher evaluation. (JD)

ED 274 682 TM 860 542

Oklahoma School Testing Program. Summary Report: 1986. Metropolitan Achievement Tests, Grades 3, 7, 10.

Oklahoma State Dept. of Education, Oklahoma City.

PUB DATE- 86
NOTE- 789p.
LANGUAGE- English
EDRS Price - MF05/PC32 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Numerical/Quantitative Data (110)
DESCRIPTORS- *Achievement Tests; *Educational Assessment; *Educational Testing; Elementary Secondary Education; Grade 3; Grade 7; Grade 10; Program Implementation; Scores; State Norms; *State Programs; Tables (Data); *Testing Programs; Test Interpretation; Test Selection
IDENTIFIERS- *Metropolitan Achievement Tests; Oklahoma; *Oklahoma School Testing Program

The first annual administration of Oklahoma's School Testing Program is described, and the results for 1985-86 are summarized. The Metropolitan Achievement Tests were administered in grades 3, 7, and 10. Extensive appendices, which make up the bulk of this document, present: (1) suggested learner outcomes for the subjects tested--reading, language arts, mathematics, science, and social studies; (2) norms for the state of Oklahoma; (3) average school district score data for the tests and subtests for Oklahoma students in grades 3, 7, and 10; (4) percent of scores under the normal curve equivalent scores; and (5) a 19-page guide to interpreting the test results. Data for the total testing program indicate that 609 of 613 public school districts returned testing documents and answer sheets. About 40,000 students were tested in each grade level. The average scores for 3rd, 7th, and 10th grade students placed their performance levels above national norms on all subtests except one; the tenth grade vocabulary average was equivalent to the 47th percentile. The Oklahoma students' greatest strengths appeared to be in language, science, social studies, and research skills. (GDC)

ED 274 698 TM 860 566

Friesen, David
Overall Stress and Job Satisfaction as Predictors of Burnout.
PUB DATE- 19 Apr 86
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Assistant Principals; *Burnout; Elementary Secondary Education; Factor Structure; Foreign Countries; Job Satisfaction; *Predictor Variables; *Principals; Regression (Statistics); *Stress Variables; *Teacher Burnout
IDENTIFIERS- Canada; Maslach Burnout Inventory

Occupational burnout was studied in two samples including 1,191 public school teachers and 190 principals and vice principals. The following factors were examined for their ability to predict burnout: overall job stress, job satisfaction, job challenge, and role clarity. Burnout was measured using the intensity dimension of the Maslach Burnout Inventory (MBI). Qualitative data were also obtained from three open-ended questionnaire items. Factor analysis confirmed the three dimensions of burnout found by Maslach: emotional exhaustion, depersonalization, and personal accomplishment. Teacher or administrator characteristics of sex, years of experience, years in current position, assignment consistency with training, and grade level were not significant predictors of any of the three burnout dimensions. The results of a regression analysis indicated the following predictors in the samples of teachers. Emotional exhaustion burnout was best predicted by overall job stress, followed by satisfaction with status and recognition, satisfaction with work load, and job challenge. Depersonalization burnout and lack of personal accomplishment burnout were predicted by satisfaction with status and job challenge. For administrators, emotional exhaustion burnout and depersonalization burnout were predicted by overall job stress and satisfaction with status and recognition. Personal accomplishment burnout was predicted by satisfaction with status and recognition. (GDC)

Woyach, Robert B.; And Others
Bringing a Global Perspective to World Geography.
Missouri Univ., St. Louis. Center for International Studies.; Ohio State Univ., Columbus. Mershon Center.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 83
NOTE- 142p.; For related document, see SO 017 587.
CONTRACT- G008103942
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Awareness; Curriculum Development; Economics; Environmental Education; Global Approach; High Schools; Instructional Materials; Learning Strategies; Lesson Plans; Politics; *Social Studies; Units of Study; *World Geography
IDENTIFIERS- *Global Studies

Nine units of study to help high school social studies teachers introduce a global perspective are contained in this booklet. Stressing interactions among regions economically, politically, and socially, the lessons are intended to help teachers reinforce basic skills and introduce new images of the world. Each lesson contains the following components: duration, purpose, objectives, background information for teachers, materials, vocabulary, instructional strategies, and instructional options. Simulations, maps, and discussion guidelines are included in most of the units. The lessons include: "Analyzing Our International Activities and Linkages"; "Introducing Students to Cultural Diffusion and Their Global Heritage"; "Introducing the Systems Concept: The Environment and Other Global Systems"; "Designing World Political Maps"; "Discussing the National Boundary: Invisible Lines--Political Reality"; "Drawing Political Boundaries: A Simulation"; "American Agriculture and the Global Food System"; "Ocean Boundaries and the Resources of the Sea"; and "Natural Resources and Dependence on the World Economy: Latin America." (TRS)

ED 274 618 SO 017 635

Grade 9 Social Studies: Student Achievement Testing Program Bulletin, 1986-87 School Year.

Alberta Dept. of Education, Edmonton.

PUB DATE- Sep 86

NOTE- 41p.; For related documents, see SO 017 574, and SO 017 577-579. Test blueprint, pages 11-12, contains marginally legible print.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- Academic Achievement; *Achievement Tests; Educational Testing; Essay Tests; Foreign Countries; *Grade 9; Multiple Choice Tests; Performance Tests; Secondary Education; *Social Studies

The bulletin provides a general description of the Grade 9 Social Studies Achievement Test, an outline of the objectives to be tested, the test blueprint, test scoring procedures, and sample questions that demonstrate the nature and complexity of the test items. All test questions are drawn from the content of three prescribed topics: selected market economics, selected centrally planned economics, and industrialization in Canada. The objectives to be tested include knowledge and comprehension, inquiry skills, value concepts, and valuing skills. The test has two parts: Part A contains 60 multiple-choice questions and is worth 70% of the total test score; Part B consists of several questions requiring short written answers and a composition and is worth 30% of the total test score. Both parts of the test are based on common content area and value/knowledge/skill objectives. Twelve sample multiple-choice questions and five short-answer questions and a composition question are provided, along with scoring criteria. (TRS)

ED 274 635 SP 028 059

Jewett, Ann E.
What Would It Take to Make a "National" Curriculum Acceptable.
PUB DATE- Apr 86
NOTE- 9p.; Paper presented at the National Convention of the American Alliance for Health, Physical Education, Recreation and Dance (Cincinnati, OH, April 10-13, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Educational Objectives; Elementary Secondary Education; *National Programs; *Physical Education; Program Costs; Program Development; Program Implementation

In this discussion on the feasibility of establishing a "National" curriculum for physical education, it is pointed out that it would first be necessary to reach an agreement on the overall goals or objectives of physical education. Consensus would have to be obtained on the primary focus of such a curriculum and a realistic set of desired outcomes. Significant research findings would be required to document claims that physical education programs can, in fact, produce the stated outcomes agreed upon. It would also be necessary to have the support of an adequate legal, and enforceable time table. A clear distinction would have to be maintained between an academic physical education curriculum and a school athletic program. Finally, philosophical and financial support would be needed for the necessary preservice education and inservice staff development programs to implement a national curriculum for physical education. (JD)

ED 274 668 TM 860 434

Nenty, H. Johnson
Cross-Cultural Bias Analysis of Cattell Culture-Fair Intelligence Test.
PUB DATE- Apr 86
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Construct Validity; Cross Cultural Studies; Cultural Influences; *Culture Fair Tests; Difficulty Level; Foreign Countries; Indians; Intelligence; *Intelligence Tests; *Item Analysis; Secondary Education; *Test Bias; Test Reliability; *Test Validity; Visual Measures
IDENTIFIERS- *Cattell Culture Fair Intelligence Test; Fluid Intelligence; India; Nigeria
The Cattell Culture Fair Intelligence Test (CCFIT) was administered to a large sample of American, Nigerian, and Indian adolescents, and item data were examined for cultural bias. The CCFIT was designed to measure fluid intelligence, which is not influenced by cultural differences. Four different item analysis techniques were used to determine cross-cultural validity: Scheuneman's modified chi-square procedure (SSX2); Rudner and Convey's TID-45 degrees item difficulty p-value; one-parameter latent trait Rasch model; and Cochran's Test Method (CTX2) using chi-square. Results indicated a high inter-method correlation, strengthening the convergent validity of the methods used. CCFIT's claim of measuring a single second-order intelligence factor, fluid intelligence, was supported. However, 59 percent of the items were identified as biased, strongly suggesting the CCFIT is not free of cultural bias. Hence, it may not have universal validity as a measure of fluid intelligence. (GDC)

ED 274 683 TM 860 543

Ross, Julia L.; And Others

Semantic Relation Comprehension: Components and Correlates.

PUB DATE- 84
NOTE- 40p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Baltimore, MD, 1984).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Entrance Examinations; Correlation; Higher Education; *Knowledge Level; Language Aptitude; Nouns; *Relationship; *Semantics; Test Format; Test Items; *Verbal Tests; Vocabulary
IDENTIFIERS- *Analogies; Scholastic Aptitude Test; *Semantic Relation Test

The Semantic Relation Test (SRT) was administered to 83 undergraduate students at Hamilton College (New York) to test the extent of subjects' knowledge of different relationships between word pairs. The 60 analogy items covered five categories of relationships: antonyms, case relations, class inclusion, part-whole relations, and similars. Three different item types separated knowledge of the family component from the specific component: heterogeneous-same, heterogeneous-different, and homogeneous. Analyses of the results indicated an interaction between relation family and item type. The main effect was not significant for relations, but it was for item type. When performance on heterogeneous-same and heterogeneous-different items was compared, significant main effects were found for the kind of relation, item type, and interaction of relation and type. When Scholastic Aptitude Test (SAT) and SRT scores were correlated, verbal SAT scores were postively correlated with overall SRT. Surprisingly, SAT mathematics scores were more highly correlated than verbal SAT scores. The SRT and scoring key are appended. (GDC)

ED 274 558 SE 047 462

Berkmuller, Klaus
Environmental Education about the Rain Forest.
Michigan Univ., Ann Arbor. School of Natural Resources.
SPONS. AGENCY- International Union for Conservation of Nature and Natural Resources, Morges, (Switzerland).

PUB DATE- 84
NOTE- 132p.; Produced by the Wildland Management Center.
AVAILABLE FROM- Wildland Management Center, School of Natural Resources, The University of Michigan, Ann Arbor, MI 48109-1115 ($6.00 plus postage). Also available in Spanish.
LANGUAGE- English
EDRS Price - MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Concept Formation; Conservation (Environment); *Depleted Resources; *Ecological Factors; Ecology; *Environmental Education; *Environmental Influences; Foreign Countries; *Forestry; Global Approach; Misconceptions; Natural Resources; Physical Environment; Secondary Education; *Values Education
IDENTIFIERS- *Forests; Tropics

Designed to help in the development of an educational program about the value of rain forests, this handbook presents a condensation of issues, facts, and concepts. The handbook is divided into three parts. Part one introduces the rain forest ecosystem and provides conceptual background material needed in the determination of problems, the identification of causes, and the development of solutions. Part two examines the tropical rain forest from a regional perspective, describing how it functions and its values. Examples are presented of tropical rain forests in Thailand, Brazil, Indonesia, and Malaysia. Part three focuses on educational concerns and program options. Discussed are the role of environmental education in changing value systems, appeals for educators to teach the skills needed for change, and target groups and action plans. Several program options are presented for various target groups. (TW)

ED 274 573   SO 017 519

O'Toole, Dennis M.; And Others
Business in the Community.
Lesley Coll., Cambridge, Mass. National Center of Economic Education for Children.
SPONS. AGENCY- Joint Council on Economic Education, New York, N.Y.
PUB DATE- 83
NOTE- 14p.; For other issues of this journal, see SO 017 511-520.
AVAILABLE FROM- Joint Council on Economic Education, 2 Park Avenue, New York, NY 10016.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Activity Units; *Business; *Community; Concept Teaching; *Consumer Education; Early Childhood Education; *Economics Education; Elementary Education; Experiential Learning; Learning Activities

Beginning with a theme article supplying teacher background material on the role of business in the community, this issue focuses on the profit motive, competition, and the use of resources. Four instructional units on this topic are included for young children. The pre-kindergarten unit, "Pancake Producers," has children observe workers cooking and serving pancakes at a real restaurant in preparation for starting their own "business." In "Family Coupon Company," the unit for first and second grade, clipping coupons and organizing a coupon company motivates students to contribute to the family budget while they earn money for themselves. The unit for third and fourth grade, "Kid Kards," has students combine their creative and organizational talents to produce and market their own stationary, greeting cards and notepaper, and the final unit "Classroom Commerce," intended for fifth and sixth grade, has students examine all the factors involved in producing a product or service and enables them to experience how supply and demand affect price. (JDH)

ED 274 589 SO 017 558

Heyneman, Stephen P., Ed.; White, Daphne Siev, Ed.
The Quality of Education and Economic Development. A World Bank Symposium. Papers prepared for the Conference of the World Bank Research Committee (Harpers Ferry, West Virginia, May 1983).

World Bank, Washington, D. C.
PUB DATE- 86
NOTE- 65p.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Developing Nations; *Economic Development; Economic Progress; *Educational Economics; Educational Planning; *Educational Policy; *Educational Quality; Educational Technology; Elementary Secondary Education; Investment; *Productivity; School Administration; School Holding Power; Teacher Education; Testing Programs; Textbook Publication; Vocational Education

Recent research findings on the economic implications of investments in the quality of education are examined in this report. "The Quality of Education and Economic Growth: A Review of Literature" (Lewis C. Solmon) reviews evidence on ways to develop educational policy that would stimulate economic growth in developing countries. "School Quality and Economic Growth in Mexico" (Bruce Fuller, Kathleen Gorman and John Edwards) directly assesses the contributions of education to early agricultural and industrial growth in Mexico between 1880 and 1945. "The Stages of Growth in Educational Systems" (C.E. Beeby) examines the nature of change in education systems (stages of growth, qualitative changes in the classroom, and external constraints of changes) and the conditions necessary for this change. Finally, the reports on eight operational sessions--the administration of school systems, examination and selection policies, promotion and retention practices, teacher training, time on task, prevocational subjects, production and distribution of textbooks, and electronic media--are summarized under the title "Lessons from Bank Experience". A bibliography of World Bank research on the quality of education in developing countries is included. (SY)

ED 274 652 SP 028 138

Wasser, Henry
Teacher Education in Scandinavia.
PUB DATE- Apr 86

NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Educational Trends; Foreign Countries; Higher Education; *Schools of Education; Secondary Education; Secondary School Teachers; *Specialization; *Teacher Education; *Teacher Education Programs
IDENTIFIERS- *Scandinavia

The trend in Scandinavia is to broaden teacher education and training for academic secondary school teachers in order to overcome excessive specialization. The context of apprenticeship of pre-school, primary teachers is changing toward a more academically oriented program. However, the affective part of the learning/teaching process is becoming more recognized. Recent developments in the Scandinavian educational system are explored. These reforms include moving pedagogical training from autonomous colleges of education into universities proper. Moreover, a newly recognized need for more effective teaching and the results of research in the learning process have made Europeans in general more aware of the training aspect of teacher education. (JD)

Rowley, Glenn
Program Evaluation within a Correctional Institution: Threats to the Validity of Evaluative Conclusions.

PUB DATE- Apr 86
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Case Studies; Correctional Institutions; *Correctional Rehabilitation; *Evaluation Methods; *Evaluation Problems; Females; Foreign Countries; *Program Evaluation; Rehabilitation Programs; Research Methodology; Research Problems; *Validity
IDENTIFIERS- Australia

A year-long case study of the effects of an educational and vocational rehabilitation program in a youth training center was discussed in terms of fourteen issues which might threaten the validity of an evaluation or research project. This correctional institution housed women aged 14 to 21 who were long-term wards of the state, held on remand, or sentenced. The evaluator, who taught a class within the institution, conducted a formative evaluation using observation, interviews, casual conversations, and written records. The evaluation was concerned with both internal validity (program effectiveness for these women and this institution) and external validity (generalizability regarding the funding of similar programs). Threats to the validity of conclusions made about a program were described: (1) historical events previous to the program which affected results; (2) participants' maturation; (3) effects of repeated testing; (4) changes in tests or evaluator's attitudes; (5) statistical regression; (6) attrition; (7) small sample size; (8) bias in selection of sample; (9) obtrusiveness of the inquiry; (10) participant anxiety; (11) diffusion of different treatments; (12) construct validity of causes and effects; (13) communication in problems; and (14) reliance on hearsay evidence rather than direct observation. (GDC)

ED 274 605 SO 017 589

Pike, Jonni B.

The Development of a Classroom Guide for Lay Religious Education Teachers.

PUB DATE- Aug 85
NOTE- 86p.; Master's Thesis, University of North Dakota.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042) Information Analysis/State-of-the-Art Materials (070) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Catholic Educators; *Catholic Schools; Educational Research; Elementary Education; *Lay Teachers; *Religion; *Religious Education; Teacher Effectiveness; *Teaching Methods; Teaching Styles

The study was developed to help lay religious education teachers develop the necessary skills, methods, and strategies to improve their effectiveness. The review of literature and interview results provide information from the areas of professional education and religious education. The review of literature and interview results were compiled into a guide for lay religious education teachers. This guide demonstrates examples of effective lesson planning techniques and various teaching strategies which can be directly applied to the religious education classroom. The interview instruments are appended. (Author/AA)

ED 274 619 SO 017 636

Sigmon, Scott B.; And Others
The Relationship between Apparent Age and Helping Behavior.

PUB DATE- 74
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Altruism; Attitude Measures; *Behavior; Cooperation; Helping Relationship; *Interpersonal Relationship; Psychological Studies; *Values

A group of 240 men and women of various ages were given the opportunity to express altruistic behavior in an interpersonal situation by granting a favor of permitting the experimenters, one white woman and two white men in their mid-twenties to enter a store check-out line ahead of them during the Christmas rush. The researchers hypothesized that as people age and become more socialized they would be more apt to help. Alternatively, they believed that changing American values would cause younger people to be more tolerant of the request. It was hypothesized that relative age between experimenter and subject would be most significant in determining cooperation. However, results showed that older males were most cooperative in their altruistic behavior, followed by young males, young females, and older females. Perhaps women over 45 regard shopping as a job and become hardened to the routine. Alternatively, agreeable and polite men may view shopping as a diversion and may be less fearful of strangers. Additional research utilizing experimenters over 45 is needed to balance the findings of this study. Three tables are included. (APG)

ED 274 636 SP 028 061

Alaska Secondary Physical Education Model Curriculum Guide. Second Edition.

Alaska State Dept. of Education, Juneau.

PUB DATE- Aug 86
NOTE- 50p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; Lifetime Sports; Motor Development; Physical Activities; *Physical Education; Physical Fitness; *Physical Health; Secondary Education; *Secondary School Curriculum; Team Sports
IDENTIFIERS- Alaska

Guidelines are offered in this manual for develping a physical education curriculum for grades 9 through 12. The primary objective for the curriculum is the development of physical fitness, and motor and life skills in students. Activities are recommended in the areas of team and individual sports, aquatics and rhythm, and Alaska outdoor activities. The guide lists Topics/Concepts, Learning Outcomes/Objectives, and Sample Learning Activities. "Topics/Concepts" define broadly the content to be included in the study of each subject area. "Learning Outcomes/ Objectives" describe the behaviors which students are expected to demonstrate as a result of their learning experiences. "Sample Learning Activities" are given as indicators of student progress toward the stated goals, i.e., the learning outcomes. (JD)

ED 274 669 TM 860 435

Manning, Winton H.
Cloze-Elide: A Process Oriented Model of Language Proficiency.
PUB DATE- Apr 86
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Cloze Procedure; *Construct Validity; Elementary Secondary Education; *English (Second Language); Hispanic Americans; *Language Proficiency; Language Skills; *Language Tests; Laotians; Listening Skills; Optical Scanners; Reading Skills; *Scoring; Writing Skills
IDENTIFIERS- Elgin School District IL

The aims of the projects described in this paper were to develop and evaluate a new approach to the assessment of English language skills of English as a second langauge (ESL) students. The approach makes use of optical scanning equipment in scoring cloze-elide test exercises, thereby providing a rapid, relatively inexpensive and objective measure of language proficiency. The cloze-elide technique requires the test taker to strike out irrelevent or incorrect words that have been inserted into a prose passage. An assessment of language proficiency at the elementary and secondary levels was carried out in the Elgin (Illinois) School District during the winter and spring of 1985. This evaluation gathered evidence concerning the validity of cloze-elide tests for criteria described in terms of 10 variables. The validity coefficients displayed in Table I showed that, for the ESL students, the

cloze-elide measure: (1) is very strongly correlated with other cloze measures; (2) is well correlated with measures of writing and reading; (3) shows moderate to strong validity for listening and speaking; (4) displays strong correlations with a composite variable of language proficiency; (5) is substantially related to student self-ratings; (6) is substantially related to teacher appraisals of student's language skills; and (7) displays good validity for English language proficiency of native English speakers. (JAZ)

Feiman-Nemser, Sharon; Buchmann, Margret
Knowing, Thinking and Doing in Learning to Teach: A Research Framework and Some Initial Results. Research Series No. 180.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Sep 86
NOTE- 30p.
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.00).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cognitive Development; Higher Education; *Learning Processes; *Learning Strategies; Preservice Teacher Education; *Research Needs; Student Teaching; *Teacher Education Curriculum; Teaching Experience

The realities of teacher preparation are not self-evident. Researchers, educators, and policymakers need a framework to describe what goes on in teacher education programs and to determine how they do or do not measure up as preparation for teaching. This paper presents such a framework. The framework rests on a conception of the central tasks of teaching and the major sources of influence on teacher learning during formal preparation. The framework allows us to relate empirical realities of learning to teach with a view of worthwhile ends and defensible means for teacher education. To show how the framework helps in describing and appraising opportunities to learn and learning outcomes, the report presents illustrative findings from a longitudinal study of teacher preparation and learning to teach. (Author)

Foundations of Literacy: A Description of the Assessment of a Basic Knowledge of United States History and Literature.

National Assessment of Educational Progress, Princeton, NJ.

SPONS. AGENCY- Department of Education, Washington, DC.
REPORT NO.- ISBN-0-88685-041-X; NAEP-17-HL-11
PUB DATE- 86
NOTE- 23p.
AVAILABLE FROM- National Assessment of Educational Progress, Educational Testing Service, Rosedale Road, Princeton, NJ 08541 ($5.00 + shipping and handling).

LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Tests; *Educational Assessment; *Educational Objectives; Grade 11; High Schools; *Literature; *National Surveys; Test Format; *Testing Programs; *United States History
IDENTIFIERS- *National Assessment of Educational Progress

How much do 17-year olds know about U.S. history and literature? The National Assessment of Educational Progress (NAEP) has been gathering information about the educational attainment of American students in a variety of subject areas, but no study had focused solely on students' basic knowledge of American history and their familiarity with major authors, themes, and characters of Western literature. An assessment probe was designed to supply systematic information about the extent to which this knowledge is acquired by students in American schools. An initial draft of the assessment probe, developed by staff members of NAEP, was reviewed by almost 100 educators to ensure that the assessment topics did not diverge from current teaching practice. The final draft reflects the suggested changes. An assessment of the literacy of 17-year-olds included U.S. history and general literature because it was felt that literacy includes not only communication skills but also knowledge about the variety of topics that form the basis of dialogue and information sharing. The National Commission on Excellence in Education named history and literature among its new basics. The U.S. history topics are arranged by chronological periods: before 1763; 1763-1815; 1815-1877; 1877-1920; 1920-1945; and 1945-present. Care was taken to address topics relevant to political history, women's history, Black history, labor history, technology, geography, immigration, and foreign policy. Criteria for considering certain works of literature as fundamental to our culture are given for the following genres: (1) novels, short stories, and plays; (2) myths, epics, and Biblical characters and stories; (3) poetry; and (4) nonfiction. (GDC)

ED 274 559 SE 047 463

Space Science: Past, Present and Future. Report Prepared by the Subcommittee on Space Science and Applications. Transmitted to the Committee on Science and Technology, House of Representatives, Ninety-Ninth Congress, Second Session, Serial O.

Congress of the U.S., Washington, D.C. House Committee on Science and Technology.

PUB DATE- 86

NOTE- 42p.; Several pages of small and light type may not reproduce well.

LANGUAGE- English

EDRS Price - MF01/PC02 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Aerospace Education; *Aerospace Technology; Astronomy; Biological Sciences; Earth Science; Flight Training; Global Approach; Government Publications; Government Role; *International Cooperation; Physics; Satellites (Aerospace); Science Education; Scientific Research; *Space Exploration; *Space Sciences; Technological Advancement

IDENTIFIERS- *Congress 99th; Spacelab; Space Shuttle

Congressional hearings held on October 8-10, 1985, were meant to characterize the attributes of past successes of the United States' efforts in the space sciences, and to project the direction of future research in that area. This report prepared by the subcommittee on space science and application includes recommendations of expert panels on solar terrestrial science, earth and life sciences, planetary exploration, and astronomy and astrophysics. The major issues addressed in the document are: (1) scientific cooperation with the Soviet Union; (2) the need for a global view of the earth provided by space platforms; (3) the relationship among operational, research, and commercial programs; (4) the role of space science in education; (5) the adequacy of flight opportunities in the current space program; and (6) the future role of the space station in space science. (TW)

ED 274 574 SO 017 520

Barker, Norman, Jr.; And Others
Summer Olympic Games.
Lesley Coll., Cambridge, Mass. National Center of Economic Education for Children.
SPONS. AGENCY- Joint Council on Economic Education, New York, N.Y.
PUB DATE- 84
NOTE- 18p.; For other issues of this journal, see SO 017 511-520.
AVAILABLE FROM- Joint Council on Economic Education, 2 Park Avenue, New York, NY 10016.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052) Collected Works - Serials (022)
DESCRIPTORS- Activity Units; *Business; *Community; Concept Teaching; *Consumer Education; Early Childhood Education; *Economics Education; Elementary Education; Experiential Learning; Learning Activities
IDENTIFIERS- Olympic Games

This issue focuses on an economic understanding of the 1984 Olympiad, held in Los Angeles, California. The theme article provides a conceptual introduction focused on the role of scarcity in the giving of awards, allocation mechanisms, competition, consumption versus investment, and private and external benefits of the Olympics. Four instructional units follow this article. The pre-kindergarten unit, "Practice Means Progress," involves students in activities which focus on decision-making, setting goals, and practicing and understanding the value of rewards. The first and second grade unit, "Valuable Ventures," helps students: (1) examine why scarce sports talent is valued, (2) investigate attitudes and feelings related to winning and losing, and (3) examine television coverage of the Olympics. The unit for third and fourth graders helps students focus on the total range of resources and job opportunities involved in the Olympics. The final unit, intended for fifth and sixth graders, teaches students that the Olympics are not "free," but a product, produced with scarce resources. Students investigate the role of Olympic sponsorship by national and international businesses. (JDH)

ED 274 590 SO 017 562

Expressing the Sense of Congress That Public Schools Should Be Encouraged To Include a Study of the Holocaust in Their History Curriculums: Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor. House of Representatives, Ninety-Ninth Congress, Second Session on H. Con. Res. 121 (May 6, 1986).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 86
NOTE- 18p.; Serial No. 99-96.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Curriculum Research; Elementary Secondary Education; *History Instruction; *Jews; *Modern History; *Public Education; *World History
IDENTIFIERS- Congress 99th; *Holocaust

These proceedings of a congressional hearing express the sense of Congress that public schools should be encouraged to include a study of the holocaust in the history curricula. Included are texts of statements by: Sala Burton, member of the California Congressional delegation; Carol Rittner, producer of a film, "The Courage to Care," distributed by the United States Holocaust Memorial Council; and Mark E. Talisman, vice chairman, United States Holocaust Memorial Council. Also included are prepared statements from Jim Saxton, a New Jersey Congressman, and Mark E. Talisman. (BZ)

ED 274 620 SO 017 638

Teeter, Ruskin

Educational Attitudes and Science as Impediments to Female Sport and Socialization during the Victorian Period.

PUB DATE- Jul 85
NOTE- 12p.; Paper presented at the Annual Meeting of the British Society for Sport History (Glasgow, Scotland, July 3, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Environment; Educational History; Ethology; *Social History; *Sociobiology; *Sociocultural Patterns; *Sport Psychology; *Womens Education
IDENTIFIERS- Nineteenth Century; *Victorian Period; *Von Baer (Karl Ernst)

Although women have made remarkable gains during the present century in terms of voting rights, education, and recreational and employment opportunities, the fact remains that their metamorphosis from "fair sex" to "full persons" is still an ongoing process. This paper examines certain historic educational and scientific attitudes which have been used to hamper such minimal successes as women have achieved to date (e.g., less than 1% of all amateur or professional athletes in the Western world are women). During the Victorian era, the ideas of the embryologist Von Baer were applied to adolescent psychology, with the effect that sports were urged for young men but ignored as an activity for young women. This attitude reinforced the prevailing educational arguments held against developing females mentally or physically. Changes in attitudes in the 1920s enabled sports for females to develop normally. (KM)

ED 274 637 SP 028 062

Alaska Elementary Health Model Curriculum Guide. Second Edition.
Alaska State Dept. of Education, Juneau.
PUB DATE- Aug 86
NOTE- 179p.

LANGUAGE- English
EDRS Price - MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Curriculum Development; Elementary Education; *Elementary School Curriculum; Family Health; *Health Education; Hygiene; Junior High Schools; Mental Health; Nutrition; Public Health
IDENTIFIERS- Alaska

Guidelines are offered for developing a curriculum in health education for grades one through eight. Learning activities are outlined in the areas of personal health, family health, nutrition, mental-emotional health, and community health. The guide lists Topics/Concepts, Learning Outcomes/Objectives, and Sample Learning Activities in three columns. "Topics/Concepts" describe the major parts of the subject under consideration. They define broadly the content to be included in the study of each subject area. "Learning Outcomes/Objectives" describe, in general terms, the behaviors which students are expected to demonstrate as a result of their learning experiences. "Sample Learning Activities" are indicators of student progress toward the stated goals, i.e., the learning outcomes. (JD)

DOCUMENT RESUME

ED 274 699 TM 860 567

NCES Directory of Computer Tapes.
National Center for Education Statistics (ED), Washington, DC.
REPORT NO.- NCES-85-401
PUB DATE- Sep 85
NOTE- 18p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; *Databases; Elementary Secondary Education; Higher Education; Library Collections; Longitudinal Studies; *Magnetic Tapes; *National Surveys; *Research Tools; Resource Materials; *School Surveys; Vocational Education
IDENTIFIERS- *National Center for Education Statistics

This directory is designed to give a brief, non-technical synopsis of the data files available at the National Center for Education Statistics (NCES). Information regarding tape prices, technical specifications, and ordering information are provided on the opening page. Eleven surveys are listed under the heading Elementary and Secondary, nine under Higher Education, three under Vocational and Adult Education, two under Libraries, and twenty-one under Longitudinal Studies, such as the National Longitudinal Study and High School and Beyond. The information listed about each survey includes the generic name of the file, the date the data were collected, and a description containing the number of respondents, major variables, and occasional brief survey summaries. An order form is attached. (JAZ)

DOCUMENT RESUME

ED 274 714 TM 860 593

Olsen, James B.; And Others
Comparison and Equating of Paper-Administered, Computer-Administered and Computerized Adaptive Tests of Achievement.
PUB DATE- Apr 86
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Achievement Tests; *Adaptive Testing; *Comparative Testing; *Computer Assisted Testing; Elementary Education; Equated Scores; Grade 3; Grade 6; Item Analysis; Latent Trait Theory; Scores; *Test Format; Test Length
IDENTIFIERS- California Assessment Program; *Paper and Pencil Tests; PLATO

Student achievement test scores were compared and equated, using three different testing methods: paper-administered, computer-administered, and computerized adaptive testing. The tests were developed from third and sixth grade mathematics item banks of the California Assessment Program. The paper and the computer-administered tests were identical in item content, format, and sequence. The computerized adaptive test consisted of an adaptive subset of the computer-administered test. A total of 575 students were administered two of the three types of tests in varying sequence. PLATO/WICAT System 300 computers were used to administer the tests. Although the paper and computer-administered tests contained 55 or 62 items, the adaptive test usually contained twenty items. Item response theory and analysis of variance were performed. Results supported the comparability of paper-administered and computer-administered tests. The computer-administered test required half to three-quarters as much testing time as the paper and pencil test; the adaptive test required one-fourth as much time as the paper and pencil test. Scores tended to be lower on the second test administered. Ability estimates for all three tests were highly correlated. Both the two- and the three-parameter item response theory model were suitable.

Three pages of references are included. The two appendixes consist of: (1) comparisons of item parameters; and (2) test information and standard error curves. (GDC)

DOCUMENT RESUME

ED 274 728 UD 025 102

A Study of Student Dropout in the Los Angeles Unified School District.
Los Angeles Unified School District, Calif.
PUB DATE- 4 Feb 85
NOTE- 50p.; For related documents, see UD 025 101-103.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Dropout Characteristics; *Dropout Prevention; *Dropout Programs; *Dropouts; *High Schools; School Holding Power; Surveys
IDENTIFIERS- *Los Angeles Unified School District CA

This report presents results of an extensive study undertaken to determine the factors contributing to the high dropout rate in the Los Angeles Unified School District, to review options offered to students, and to make recommendations for addressing the dropout problem. First, a list of the 27 people who formed the study committee is provided. A brief background section then outlines the extent of the dropout problem in Los Angeles and in California: an attrition rate of 23 to 42 percent is estimated for the city's high schools. Next, methods employed by the current study, which drew from attrition data collected during the six-year period 1979-1984 from 50 senior high schools and from students, staff, parents and administrators, are outlined. The body of the report is divided into seven sections covering the following information: (1) definitions of the terms "dropout" and "early school leavers"; (2) reasons for dropping out; (3) characteristics of potential dropouts, as described in the literature; (4) descriptions of approximately a dozen current efforts in the Los Angeles school district directed toward the dropout problem; (5) specific findings of the dropout study (highlighting such issues as ethnic, gender and geographic differences in dropout rates); (6) recommendations regarding data collection needs as well as programatic changes that would help remedy the dropout problem in the district; and (7) budgets for implementing the recommended programs. Finally, tables ranking the districts' schoools by attrition rate are attached to the report, as is a bibliography. (GC)

ED 274 700 TM 860 577

McLarty, Joyce R.
Tennessee's Career Ladder: How Far to Space the Rungs.
PUB DATE- Apr 86

NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Career Ladders; Competence; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; *Job Performance; Merit Pay; *State Programs; *Teacher Evaluation
IDENTIFIERS- Tennessee

In Tennessee, varied data-gathering devices have been employed in an attempt to determine whether an educator is qualified for a given level on the state's career ladder program and, thereby, should attain the meaningful financial benefits linked to that status. In its first year of operation, the Tennessee program employed several domains of competence, e.g., classroom management, and established per-domain performance standards which could be attained as consequence of examinees' performances on varied measures. The stages in the development of these standards are described, as well as the rationale underlying the standard-setting process. Information on results of the standards and changes made in them after the first year are included. Guidelines for those entrusted with this responsibility are provided. (Author)

ED 274 715 TM 860 594

Morris, John D.; Huberty, Carl J.
A Comparison of Three Methods of Classification Hit-Rate Estimation.
PUB DATE- Apr 86
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Classification; Comparative Analysis; *Correlation; *Estimation (Mathematics); Mathematical Formulas; Meta Analysis; Statistical Analysis; Statistical Studies
IDENTIFIERS- *Cross Validation

Formulas for estimating cross-validated hit-rates, the number of correct classifications into an a priori grouping structure, were examined. The following mathematical formulas were compared: McLachlan's formula estimator, two Snappin and Knoke smoothed formula estimators, and the analytic leave-one-out estimator. The R method was included as a benchmark, but not considered as a viable candidate because of its optimistic bias. Twenty-one data sets were taken from real classification studies from journal articles, presented papers, and textbooks. The classification methods were accomplished as specified with each data set assuming equal population covariance matrices, prior probabilities of group membership, and costs of misclassification. Results showed that in most of the data sets, the estimation methods gave very similar results. Most methods overestimated the R method hit rate with some data sets, which was not expected. The McLachlan method, which does not perform as a multiple regression formula does, gave estimates larger than that of the R-method. The leave-one-out (LOO) method appeared to be the most desirable. References and tables are provided. (GDC)

ED 274 729 UD 025 103

Dropout Prevention and Recovery--Phase II. (Analysis and Proposal for Implementation for 1985-86 in the Los Angeles Unified School District.)

Los Angeles Unified School District, Calif.

PUB DATE- 22 May 85
NOTE- 73p.; For related documents, see UD 025 101-102.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attendance; *Dropout Prevention; *Dropout Programs; Elementary Secondary Education; High Schools; *Intervention; *Program Implementation; State Legislation; Tutorial Programs
IDENTIFIERS- *Los Angeles Unified School District CA

Following up on the work of a task force that studied the dropout problem in the Los Angeles Unified School District and developed recommendations for addressing that problem, this report describes current dropout prevention efforts and proposals for expansion and presents recommendations for new approaches. Six major categories of programs are discussed: (1) elementary and secondary instructional intervention strategies; (2) educational options and intervention programs (including counseling, tutoring and vocational guidance; (3) programs that focus on improving attendance; (4) State legislation aimed at reducing California's dropout problem; (5) a community awareness program in the Los Angeles Unified School District; and (6) business and community support. A senior high school pilot program is also briefly described, and a summary chart of representative programs and their funding implications is provided. Extensive appendices include: "Effective Schools Program," a concept paper; a description of model cooperative programs designed to expand educational options for high school students; a memorandum regarding responsibilities of secondary schools for implementing and operating a tutorial program; an outline of the Operation Stay-in-School Program; and a memo regarding proposed legislation (1985) for high risk youth. (GC)

ED 274 701 TM 860 578

Kenney, Jane L.; Dusewicz, Russell A.
Trends in School Improvement: State-Wide Test Results, 1978-1984.
Research for Better Schools, Inc., Philadelphia, Pa.
PUB DATE- Nov 84
NOTE- 40p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Basic Skills; Comparative Analysis; *Educational Assessment; *Educational Facilities Improvement; *Educational Trends; Elementary Secondary Education; Mathematics Achievement; Needs Assessment; Reading Achievement; School Effectiveness; *State Programs; *Testing Programs; Test Results; Trend Analysis
IDENTIFIERS- Delaware; Maryland; New Jersey; Pennsylvania

This report on trends in school improvement test results presents an analysis and synthesis of 1978-1984 student performance data from four state-mandated testing programs: (1) the Educational Quality Assessment Program in Pennsylvania; (2) the Minimum Basic Skills Program in New Jersey; (3) the Delaware Educational Assessment Program in Delaware; and (4) the California Achievement Tests in Maryland. Although the overall goal of each state program is assessing performance related to designated learning objectives, the programs vary widely in basic content and analytic approach. The assessment analyzed performance data at the elementary, intermediate, and secondary levels of schooling, focusing on year-to-year trends. The analysis had two major components: (1) assessment of the common performance areas of reading and mathematics; and (2) the assessment of unique performance areas which addressed content skills only with a particular state (self-esteem, understanding others, writing, interest in school, social responsibility, knowledge of law and government, health, creativity, career awareness, appreciating human accomplishments, and knowledge of human accomplishments, in Pennsylvania; spelling and language, in Delaware; and language, in Maryland). The findings suggest that student achievement performance trends in the four state regions are generally positive and consistent with results of the National Assessment of Educational Progress. Long term trends tend to be most positive at the elementary level and decrease at the intermediate and secondary levels, suggesting that more attention be given to school improvement programs aimed at secondary education. (BS)

Morris, John D.
Microcomputer Selection of a Predictor Weighting Algorithm.
PUB DATE- Apr 86
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- *Algorithms; Least Squares Statistics; *Measurement Techniques; Minicomputers; Multiple Regression Analysis; *Predictive Measurement; *Predictor Variables; *Regression (Statistics); Statistical Studies
IDENTIFIERS- Ridge Regression Analysis; *Weighted Variables

An empirical method called Predicted Error Sum of Squares (PRESS) is advanced and studied. This method is used to examine the cross-validated prediction accuracies of some popular algorithms for weighted predictor variables. The weighting methods that were considered were ordinary least squares, ridge regression, regression on principal components, and regression on an equally weighted composite. PRESS was executed on several data sets having varied characteristics, with each of the weighting techniques obtaining the greatest accuracy under some conditions. The degree of advantage or disadvantage offered by these alternate weighting algorithms relative to ordinary least squares was considered. As it was not possible to determine a priori which weighting technique would be most accurate for a particular data set from theoretical knowledge or from simple sample data characteristics, the sample specific PRESS method was proffered as possibly most appropriate when the researcher wishes to select from among the several alternate predictor weighting algorithms in order to achieve maximum cross-validated prediction accuracy. The feasibility of the use of a microcomputer for the computation intensive PRESS algorithm was also considered. (Author/JAZ)

ED 274 730 UD 025 106

Dropout Prevention/Reduction Programs and Activities.
Dade County Public Schools, Miami, Fla.
PUB DATE- Dec 85
NOTE- 22p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; *Compensatory Education; Counseling Services; Delinquency Prevention; *Dropout Prevention; Elementary Secondary Education; *Enrichment Activities; *High Risk Students; Nontraditional Education; *Remedial Programs; Vocational Education
IDENTIFIERS- *Dade County Public Schools FL

Seventeen activities or programs conducted in the Dade County (Florida) public elementary and secondary schools in order to reduce or prevent dropout are described in this resource guide. The programs activities include: (1) workshops to develop school-based dropout prevention programs; (2) "Students Working Intelligently to Combat High Educational Deficiencies (SWITCHED), a peer counseling program to improve attendance and academic achievement; (3) Project Trio, offering academic support services, a student support team and career oriented services; (4) efforts by each school's occupational specialist to target potential dropouts; (5) the Vocational Interdisciplinary Program (VIP) for high risk students; (6) "REPO," an outreach program with a vocational emphasis conducted in collaboration with local businesses; (7) the Truancy Prevention Project; (8) the Home Instruction Program for Preschool Youngsters; (9) the School Alternative Vocational Education (SAVE) project; (10) Academy for Community Education, targeted toward potential delinquents; (11) Operation Turnaround, which aims to improve the learning environment and academic performance of inner city elementary students; (12) the Cuban National Planning Council, a service provision program; (13) the Urban Studies Institute; (14) a traditional skills class for elementary students who have failed to meet promotion standards; (15) Project Jump-Ahead, a basic skills program; (16) the Elementary Alternative Strategy, which reduces class size of selected students; and (17) the Student at Risk Program (SARP), designed to provide intensive instruction, supervision and counseling services to high risk students. (GC)

ED 274 702 TM 860 579

Pechman, Ellen M.; Gonzales, Maria Luisa

The Testing Octopus: A Tentacle for Curriculum-or-How Do You Dance with an Octopus?

PUB DATE- Apr 86
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accountability; Achievement Tests; Elementary Secondary Education; Equal Education; Group Testing; Individual Testing; Public Relations; School Districts; Standardized Tests; *Testing Problems; *Testing Programs; *Test Use
IDENTIFIERS- Comprehensive Tests of Basic Skills; *Curriculum Related Testing; Dallas Independent School District TX; New Orleans Public Schools LA

This paper examines long-range problems caused by test-controlled schooling. It looks at the demands of both curricular and accountability uses of tests from the point of view of the urban school district's testing office. On the basis of interviews with 12 New Orleans teachers and the experiences of the authors in working in two large city testing offices (Dallas and New Orleans), the problems ("tentacles") related to testing and test data use are discussed in the following categories: (1) test data; (2) the theoretical ideal; (3) monitoring schools and accounting for progress; (4) public relations and testing; (5) testing and the curriculum; (6) testing and equity; (7) the school district testing unit; and (8) accountability and curriculum unity. Suggestions are made to better organize and coordinate the different aspects of testing. A three-page bibliography concludes the document. (JAZ)

Carver, Fred D.
Ballroom Dancing Is Not for Singles.
PUB DATE- Nov 85
NOTE- 9p.; Invited paper presented at the Annual Meeting of the Iowa Educational Research and Evaluation Association (Waterloo, Iowa, November 14-15, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Decision Making; *Educational Policy; *Educational Research; Elementary Secondary Education; *Evaluation Utilization; Higher Education; *Policy Formation; *Research Utilization

Educational research and evaluation have had less impact on policy and decision making in education than hoped for, since research and evaluation represent fundamentally different kinds of endeavor than policy and decision making do. Evaluation has more impact than research because it is a more administrative activity and is more integral to policy and decision making. Educational research is conducted by individuals, is poorly supported financially, is specialized, and is difficult to synthesize. The role of research--as truth seeking and as something which should affect policy--is unclear. Policy, however, is aimed at producing action. Policy is holistic and general; carried out by publicly accountable parties; and is affected by times, context, and environment. However, four research and evaluation projects which did, in fact, have high impact were: (1) Michael Harrington's "Poverty in America"; (2) Coleman's studies of inequality and of private schools; (3) Emily Feistrizer's collection of research and its impact on policy and decision making; and (4) the Wisconsin Research and Development Center on Learning's Individually Guided Education model. The critical mass concept, timeliness, and commissioned research contributed to their impact. The study of methodology, meta analysis (including research syntheses and interpretation), and tolerance of some amount of gap between research and policy are recommended. (GDC)

ED 274 703 TM 860 580

Noonan, John V.; Nelson, Clare Cary
Training Instructional Designers and Subject Matter Experts in Test Development and Item Writing: Lessons from a Military Training Program.
PUB DATE- Apr 86
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Criterion Referenced Tests; Instructional Materials; *Job Training; *Organizations (Groups); Specialists; Student Attitudes; *Test Construction; Test Use; *Training Methods

Although effective and efficient assessment procedures are crucial to the success of organizational training programs, the tests used for both student and program evaluation are often developed by instructional designers (IDS) and subject matter experts (SMEs) with little formal training in test development. This paper summarizes the major difficulties in training IDs and SMEs in test development and reviews strategies that facilitate this training. Training problems fall into three categories: negative attitudes about testing; mechanics of test development; and the utilization or application of tests. Negative attitudes can be diffused through increasing awareness of the benefits of testing as well as by introducing basic testing concepts and terminology. For training in test mechanics, there are excellent references such as the Psychological Corporation pamphlets. Short, activity seminars in item writing are effective methods to learn by doing (Appendix A, "Pop Quiz"). Useful references for test utilization and applications include the "Handbook for Testing in Navy Schools" and short explicit job aides, such as the "Job Aid for Embedded and Block Test Questions" (Appendix B). Involving IDs and SMEs in the decision-making process by the testing specialist is the most effective way for them to learn about test application and utilization. (BS)

ED 274 731 UD 025 107

School Leaver Prevention and Recovery, Summary Paper.
Portland Public Schools, OR, Management Information Services.
PUB DATE- 22 May 86
NOTE- 9p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Prevention; Dropout Programs; Elementary Secondary Education; High Risk Students; *High Schools; School Districts; *School Holding Power; *School Role
IDENTIFIERS- *Portland School District OR

The Portland (Oregon) School District defines a school leaver as any student who is registered during the school year, leaves school, does not enter another school in the district that year, and for whom no request for transfer or withdrawal is entered. The district offers an array of programs that address the problem of school leavers. At the organizational level, high schools with extremely low enrollment or high leaver rates have been closed and their students assigned to other schools. In the area of student placement, the district operates a variety of educational alternatives, scheduling options, and other opportunities designed to meet students' needs. In addition, student performance is monitored and various intervention activities are employed to prevent and recover school leavers. Efforts taken in Portland to reduce the problem of school leavers are consistent with the school system's mission to help every child to reach his or her full potential. The comprehensive high school is the primary vehicle for acheiving this mission. (GC)

ED 274 718 TM 860 598

McKnight, Phil
Beyond the Questionnaires and the Data: Developing a Model of Faculty Evaluation.
PUB DATE- Apr 86

NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Faculty; *Evaluation Methods; *Evaluation Problems; Evaluation Utilization; Higher Education; *Measurement Objectives; Models; Research Needs; *Student Evaluation of Teacher Performance; *Teacher Evaluation

Issues concerning students' evaluation of college faculty are discussed. Several views of this process are presented. Having identified relevant variables or paradigms, possible relationships between the variables can be studied (models and theories). The assumptions underlying these paradigms include the following: that students have a right and an obligation to evaluate their faculty; the questionnaires are valid; faculty have a right to feedback; evaluation should be separate from diagnosis; faculty should have input concerning dissemination of results, norms, questions asked, and weighting of items; qualitative comments and other sources of data should be used; past results must be confidential; and teachers' goals should be discussed. Three paradigms are explained and charted. The first paradigm describes the process of evaluation, identifying relevant variables (research, development, application, feedback, deliberation, and decisions). The second paradigm elaborates one of the variables--types of feedback, both evaluative and diagnostic--in terms of reviewers (students, self, peers, or administrators), and methods (papers, student achievement, interviews, observation, videotaping, questionnaires, and course syllabi). The third--on research and development--restates the first paradigm to show the progress and sequence of the evaluation process. More effort is recommended in developing procedures for all phases of the evaluation process and followup action, and in providing due process in the use of faculty evaluation data. (GDC)

ED 274 732 UD 025 108

Haynes, Diane
Statistics on Students Leaving the Seattle Public Schools 1981-1985. Management Information Paper. Report No. 86-4.
Seattle Public Schools, Wash. Dept. of Management Information Services.
PUB DATE- Jan 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Dropout Characteristics; *Dropout Rate; *Ethnic Groups; *Family Characteristics; Females; High Schools; Males; Socioeconomic Status
IDENTIFIERS- *Seattle Public Schools WA

This paper provides descriptive information on high school students who have dropped out, graduated, or left the Seattle Public Schools for other reasons since the 1981-82 school year. First, the number and percentage of leaving students for each of four reasons (exemption, termination, suspension/expulsion, no-show) are indicated. Additional tables show the distribution of dropouts by grade and gender; ethnicity and gender; ethnicity and free lunch status; and family status, ethnicity, and gender. Dropout rates for each high school in the Seattle school district are presented, as are data on the distribution of graduates by school, gender, and ethnicity. Finally, the use and definition of the word "dropout" is explained, and the significance and limitations of the data reported in the paper are briefly discussed. (GC)

ED 274 704 TM 860 581

Cronin, Linda; Capie, William
The Influence of Daily Variation in Teacher Performance on the Reliability and Validity of Assessment Data.
PUB DATE- 18 Apr 86
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Behavior Change; *Behavior Rating Scales; Classroom Observation Techniques; Evaluation Methods; Grade 7; Interrater Reliability; Junior High Schools; Secondary School Teachers; *Teacher Behavior; Teacher Effectiveness; *Teacher Evaluation; *Test Reliability; *Test Validity; *Time
IDENTIFIERS- Group Assessment of Logical Thinking; Middle Grades Integrated Process Skills Test; *Teacher Performance Assessment Instruments

The influence of day-to-day variation in teacher performance on the reliability and validity of teacher assessment was examined. An attempt was made to identify and quantify sources of score variation attributable to differences in teacher performance, day of observation, observers, and test subscales; and to determine their effects on reliability and validity of decisions made. Data were collected from a field test of the revised Teacher Performance Assessment Instruments (TPAI). Thirty-nine seventh grade science teachers in a large Georgia school district were observed twice: (1) by two observers at the same time on the same day; and (2) by two observers on different days. Each teacher taught a two-week unit on scientific problem solving; student achievement was measured with pretests and (the Group Assessment of Logical Thinking) and posttests (Middle Grades Integrated Process Skills Test. The estimated expected posttest score was substracted from the actual score to provide an index of teacher effectiveness. A four-facet fully-crossed design was used, including teachers, observers, day of observation, and performance indicators as sources of variation. Results suggested that additional observation time enhanced validity, and that daily variation was a greater source of error than observer differences. (GDC)

ED 274 719 TM 860 611

Buchmann, Margret
Reporting and Using Educational Research: Conviction or Persuasion? Occasional Paper No. 96.
Michigan State Univ., East Lansing. Inst. for Research on Teaching.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 86
NOTE- 35p.
CONTRACT- 400-81-0014
AVAILABLE FROM- Institute for Research on Teaching, College of Education, Michigan State University, 252 Erickson Hall, East Lansing, MI 48824 ($3.25).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Communication Problems; Communication Skills; *Educational Research; *Expository Writing; Persuasive Discourse; *Research Reports; Research Utilization; *Rhetoric; Technical Writing

This paper examines what rhetoric used in communicating with general audiences is appropriate to educational research as a form of knowing. Answers to this question depend not only on characteristics of knowledge, but also on what one considers a defensible goal in research reporting. Assuming that this goal is communicating authorized convictions rather than mere opinions or persuasive bias, the paper discusses standard difficulties of explaining research claims in written reports. The rhetoric of explanation is compatible with making the most of research knowledge, in a defensible way, and with bringing educational research and practice together for good purpose, namely, to educate. However, explaining research values and interests involves much more than disclosure, explanatory writing can become too discursive, and persuasion is sometimes unavoidable as a means for helping others acquire authorized convictions. The problem is how to walk the thin line between convincing explanation and mere persuasion. (Author/JAZ)

ED 274 705 TM 860 582

van den Berg, Gerald; And Others
The Usefulness of Comparative Product Research for the Use of Evaluation Results in Curriculum Development.
PUB DATE- Apr 86
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Curriculum Development; *Curriculum Evaluation; Decision Making; Elementary Secondary Education; Evaluation Methods; *Evaluation Problems; *Evaluation Utilization; Foreign Countries; Hypothesis Testing; *Models; *Predictive Validity; Test Construction
IDENTIFIERS- Netherlands

This paper examines possible explanations for the fact that evaluation results are rarely used. Most explanatory factors for use of results in decision making mentioned in the literature have been clustered in three categories of variables. They concern: (1) the making of decisions about the practical problem; (2) the way in which evaluation is approached; and (3) the communication between decision makers and evaluation researchers. First, this study

reports on a comparative case study in which 14 curriculum development projects were systematically compared with each other. Second, it reports on the experience in three curriculum evaluation projects in which the most important conclusions from the first study were put into practice. The three research projects dealt with curricula for arithmetic/mathematics and Dutch language for elementary education and economics for secondary education in the Netherlands. In each of the research projects, the principal question was whether the difference in efficacy between the curricula was sufficiently marked to justify giving one preference over the other. A competition model was used, the advantages of which were to: (1) force publishers to clarify aims; (2) make evaluation criteria and standards explicit; (3) make research results unconditionally accepted; and (4) confront parties involved with comparisons of their own predictions. It is recommended that the competition model be used in addition to the classical model of empirical testing. (JAZ)

ED 274 733 UD 025 110

A Study of School Holding Power in Pittsburgh Public Schools, School Year 1984-1985.
Pittsburgh Public Schools, Pa.
PUB DATE- 18 Jul 86
NOTE- 16p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Dropout Rate; *Dropouts; *Public Schools; *School Holding Power; Secondary Education; Secondary Schools
IDENTIFIERS- *Pennsylvania (Pittsburgh)

This report on school holding power provides statistics on students who withdrew from the Pittsburgh public schools during the 12 months ending June 30, 1985. Data is classified in the following ways: (1) by grade of the students who dropped out, (2) by circumstances under which students dropped out, and (3) by individual schools within the system. The report includes a definition of drop-out and the formulas used to compute annual and cumulative holding power of a school. (LHW)

ED 274 720 TM 860 613

Chastain, Robert L.; Joe, George W.
Multidimensional Relationships in the WAIS-R Subscales and Demographic Variables.
PUB DATE- Aug 85
NOTE- 22p.; Paper presented at the American Psychological Association (Los Angeles, CA, August 23-27, 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; Age Differences; Blacks; *Cognitive Measurement; Correlation; *Intelligence; *Intelligence Tests; Marital Status; Multidimensional Scaling; Multivariate Analysis; Orthogonal Rotation; *Predictor Variables; Racial Factors; Sex Differences; Whites
IDENTIFIERS- Crystallized Intelligence; Fluid Intelligence; General Factor (Intelligence); Varimax Procedures; *Wechsler Adult Intelligence Scale (Revised)

This study attempts to integrate and extend previous research by multivariate investigation to determine multidimensional relationships among both the Wechsler Adult Intelligence Scale-Revised (WAIS-R) subscales and the demographic variables for the 1981 WAIS-R standardization sample. Canonical correlation with orthogonal rotation of composite structural components was performed in order to determine interrelationships between both sets of variables, thereby providing an integrated approach to previous research concerning subtest patterns of ability. A first rotated factor indicated a general factor with high loadings on all 11 subscales, education, race, and occupation. This factor represented "crystallized" intelligence or ability. A second rotated factor indicated a performance factor with loadings on the 5 performance subscales, age, and single/marital status. This factor represented "fluid" intelligence or ability. A third rotated factor revealed a gender-specific or manual dexterity factor for males on the Block Design subtest and skilled worker occupation. These factors may have relevance for adult education researchers by revealing potential aptitude-treatment interactions in a large, normal adult population. Four pages of references and three tables are provided. (Author/JAZ)

ED 274 734 UD 025 129

Tienda, Marta; Evanson, Elizabeth

Ford Foundation Task Force on Statistical Policy and Data Needs for Hispanic Studies. Final Report.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Jul 83
NOTE- 159p.
LANGUAGE- English
EDRS Price - MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Research/Technical (143)
DESCRIPTORS- *Demography; Employment; Ethnic Groups; Health; *Hispanic Americans; *Information Systems; Legal Problems; *Research Needs; Social Discrimination; *Socioeconomic Status; *Statistical Studies

Presented is the final report of an evaluation of statistical reporting systems which affect the adequacy and availability of data about Hispanics in the United States. The report proper consists of an introduction, an explanation of study goals and methods and summaries, with major conclusions and recommendation, of the reports of the subcommittees on population and housing, employment and discrimination, immigration, education, health and vital statistics, and criminal justice. The full text of these reports is provided in six appendixes which make up the bulk of the document. Primary recommendations of the study are: (1) funds should be provided to make needed design changes in the Current Population Survey (CPS) and a one-time supplement to the survey should then be conducted; (2) the CPS supplement should address specific questions concerning how the characteristics of employers and employees influence discrimination against Hispanics; (3) a longitudinal study of socioeconomic conditions affecting a cohort of immigrants and refugees should be instituted; (4) a pilot project should be established to relate the educational experiences of Hispanics to the nature of their school curricula, teacher characteristics, and immediate environment; (5) the quality of vital records used in states with large Hispanic populations should be evaluated; (6) research on the importance of reporting Hispanic ethnicity on all vital statistics records should be undertaken; (7) a national workshop for Hispanic health services researchers should be organized and funded; and (8) the Ford Foundation should consider funding several regional clearinghouses to collect data on Hispanics and criminal justice. (KH)

ED 274 706 TM 860 583

Ackerman, Terry A.

Use of the Graded Response IRT Model to Assess the Reliability of Direct and Indirect Measures of Writing Assessment.

PUB DATE- Apr 86
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Reports - Research/Technical (143)
DESCRIPTORS- Correlation; *Essay Tests; High Schools; Interrater Reliability; *Latent Trait Theory; Measurement Techniques; Research Methodology; *Test Reliability; Test Theory; *Writing Evaluation; *Writing Skills
IDENTIFIERS- *Graded Response Model

The purpose of this paper is to compare the precision of direct and indirect measures of writing assessment using the test information functions from a graded response Item Response Theory (IRT) model. Subjects were 192 sophomore English students from a parochial high school in Wisconsin. Both direct and indirect measures of writing ability were used. Comparisons between the IRT information functions for the three analytic raters in five different writing skill areas are also examined. Comparisons are also made with results obtained using classical test theory methodology. Results show that the plots of the IRT information functions can be used to provide valuable information about essay raters. However, correlation coefficients between the examinee IRT ability estimates calibrated from the three sets of ratings and the standardized test separately, were found to be quite small. The implications of these findings and directions for future research are discussed. (Author/JAZ)

Eads, Gerald M., II; And Others
Identification of Improper Preparation of Students in a
  State-Mandated Norm-Referenced Testing Program.
PUB DATE- Apr 86
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

  Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Goodness of Fit; Grade 4; Grade 8; Grade 11; *Mathematical Models; *Norm Referenced Tests; School Districts; *State Programs; Statistical Distributions; *Test Coaching; *Testing Problems; *Testing Programs; Test Norms; Test Wiseness
IDENTIFIERS- Chi Square; *Virginia

The purpose of this research was to develop and test a method of identifying groups of students participating in a mandated statewide norm-referenced testing program who have undergone highly specific training in preparation for, or coaching during, test administration. The implementation of the analysis procedure was intended not only to identify such groups but also to discourage school staff from engaging in student test preparation. A Chi-square based analysis was developed which compared classroom, school, and district test score distributions against empirically derived "expected" distributions anchored to the district median score for a given subtest. The statistical model for generating the expected distributions was built using the data from the 1983 administration. The fit between the expected distributions created by the model and a sample of empirical observed distributions was exceptionally close. Significance levels were set, so that only groups with highly discrepant score distributions would be identified. The analysis performed in 1984 was replicated without modification in 1985. Results showed that since the analysis and related notification procedures were implemented, there has been some reduction in the number of groups exhibiting score distributions that may be associated with improper test preparation. (Author/JAZ)

ED 274 735 UD 025 132

Report of the Research Secretariat on Social Services and Community Development.

National Council of La Raza, Washington, D.C.

SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- Mar 83
NOTE- 91p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reference Materials - Bibliographies (131)
DESCRIPTORS- Area Studies; *Community Development; Health Programs; *Hispanic Americans; Income; Mental Health Programs; Program Implementation; Research; Research and Development; *Research Design; *Social Services
IDENTIFIERS- Ford Foundation

The Research Secretariat on Social Services and Community Development was one of the five Hispanic research task forces funded by the Ford Foundation to determine Hispanic research priorities. Its three major purposes were the following: (1) to develop an Hispanic research and policy agenda which recommends research activities and prioritizes them; (2) to identify networking models through which this research can be done; and (3) to recommend procedures to the Ford Foundation to encourage and support such research. The Secretariat recommended the following areas for research priority: (1) community development with special emphasis on area studies; (2) income security; (3) community services, which include social services, municipal services, criminal justice services, and media and information services; and (4) health and mental health, which include substance abuse, domestic violence, counseling services, public and environmental health, health care and maintenance, and mental health issues and services. All four of these areas were found by the Secretariat to be extremely under-researched. The Secretariat identified various networking models for research and policy analysis efforts and also made recommendations for appropriate funding allocation and administration. A 27-page bibliography on social services and community development is appended, as are a list of Secretariat members and an outline of the major themes of the Secretariat field meetings. (GC)

ED 274 736 UD 025 133

Estrada, Leobardo; And Others
Report to the Ford Foundation by the Task Force on Economic Well-Being and Employment.
PUB DATE- 20 Jul 83
NOTE- 46p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Employment Patterns; Ethnic Discrimination; Health; Higher Education; *Hispanic Americans; *Immigrants; Population Trends; Public Policy; *Research Needs; Trend Analysis

A research and policy agenda for addressing issues related to the Hispanic worker in the United States is provided in this report, which was prepared by the Ford Foundation's Task Force on Employment and Economic Well-Being. First, the theoretical basis of the Task Force's recommendations is outlined. This was based on the observation of three trends: the historically lower social and economic characteristics of Hispanics in the United States; the restructuring of the economy (associated with the decline of manufacturing and the rise of high-tech industry); and the demographic restructuring of the labor force (which has widened the gap between high-paying, "professional" jobs and low-paying service jobs). Following this discussion, six recommendations are presented and discussed: (1) research should be conducted at all appropriate sub-ethnic, regional, migration status, and industry levels (to ensure the identification of relevant problems and solutions); (2) international studies should be made of labor flows from Latin America and Mexico to the United States and their impact on the employment of American Hispanics; (3) analysis of the relationship between Hispanic workers and organized labor should be funded; (4) the abilities of the Job Partnership Training Act programs to provide employment opportunities for Hispanics in all sectors with regionally-oriented programs should be studied; (5) priority should be given to programs which encourage research on the relation of Hispanic small businesses to community development; (6) research should provide a theoretical framework and empirical analysis of how macro- and micro-dimensions of the labor market differentially structure worker-employer outcomes. Two appendices include a list of Task Force participants and summaries of working sessions on Hispanic businesses and entrepreneurship, Hispanic immigrant labor, training and labor market discrimination, and statistical data on questions of labor market outcomes. (KH)

ED 274 707 TM 860 584

Fuchs, Douglas

You Can Take a Test Out of the Situation, but You Can't Always Take the Situation Out of a Test: Bias in Minority Assessment.

PUB DATE- Jun 85
NOTE- 23p.; Portions of this paper were presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 1986) and at the Biennial Conference on Minority Assessment (2d, Tucson, AZ, November 1985).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Analysis of Variance; Blacks; Effect Size; Elementary Secondary Education; *Ethnic Groups; *Examiners; Hispanic Americans; Individual Testing; *Meta Analysis; *Minority Groups; Racial Factors; *Test Bias; *Testing Problems; Whites

This article presents a quantitative synthesis of examiner familiarity effects on Caucasian and minority students' test performance. Fourteen controlled studies were coded in terms of methodological quality (high vs. low) and race-ethnicity (Caucasian vs. Black and Hispanic). An analogue to analysis of variance conducted on weighted unbiased effect sizes indicated examiner familiarity produced a significant effect, with Caucasian and minority examinees' test performance raised by .05 and .72 standard deviations, respectively. Examiner familiarities differential effect on Caucasian and minority examinees did not interact with the methodological quality of the studies. Implications for test practice and research are discussed. (Author)

ED 274 722 TM 860 618

Krathwohl, David R.

Field Experience in Research Training: The Quantitative Research Methods Project in a Two Semester Research Methods Course for Education Doctoral Students.

PUB DATE- Apr 86
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150)

Reports - Descriptive (Program/Project Descriptions) (141) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Data Collection; *Field Experience Programs; Grouping (Instructional Purposes); Higher Education; *Research Methodology; *Research Projects; *Research Skills; *Student Research; *Surveys

Field research gives graduate students a direct experience in appreciating the differences between doing research and reporting it. This paper reports the field experience provided in a doctoral program at the School of Education at Syracuse University. With the support and assistance of faculty consultants, a structured problem approach was used. Students structured their "instrument-defined" problem. This pre-structuring reduced practice in "problem homesteading" which had to be picked up with other experiences. However pre-structuring the problem had advantages in reducing the burden of faculty support and resulted in a more universally satisfactory experience for the students. Using a survey methodology allowed students to experience data gathering as well as other facets of the process. Requiring indices introduced an understanding of some measurement problems. Requiring individual analyses allowed freedom to show considerable ingenuity, and requesting reports in journal format helped to delineate the process of doing the study from its description. An appendix includes guidelines of the survey project and the questionnaire, which the student had to complete, correct, and administer. (JAZ)

UD

ED 274 737 UD 025 134

New Census Data Show Widening Income Gap between Wealthiest and Other Americans. $32 Billion a Year Shifted to Richest Households since 1980.
Center on Budget and Policy Priorities, Washington, DC.
PUB DATE- 6 Aug 86
NOTE- 4p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- *Census Figures; Demography; *Income; *Low Income Groups; Middle Class; Minority Groups; *Poverty; Socioeconomic Status

According to Census Bureau data, the gap in after-tax income between the richest 20 percent of American households and the rest of the nation hit its widest point in 1984. The top fifth of U.S. households received 42.3 percent of all after-tax income that year, a gain largely at the expense of middle income households. Since 1980 the share of national after-tax income has dropped in every income fifth except the top one. The data also show that despite growth in total net income between 1983 and 1984, typical Black, Hispanic, and female-headed households still had less than in 1980. Two Census Bureau tables accompany this bulletin. (LHW)

ED 274 708 TM 860 585

Lake, Sara

Update on Tracking and Ability Grouping.

San Mateo County Office of Education, Redwood City, CA. SMERC Information Center.
PUB DATE- Nov 85
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- *Ability Grouping; Elementary Secondary Education; Gifted; *Grouping (Instructional Purposes); Instructional Program Divisions; Minority Groups; Socioeconomic Background; *Student Placement; *Track System (Education)

This paper is a review of literature on tracking, a controversial educational practice. In this report, tracking means the use of separate classes and/or whole curriculum sequences for students considered to be of different ability levels. The trend in recent research is to find that tracking benefits only the gifted, or high track, students. Low track classes receive less teacher time and enthusiasm, less imaginative, effective instruction, and less homework. Low track placement definitely correlates to minority background and/or low socioeconomic status. Once in a low track, students rarely switch track after grade three. Schools do not help them to move into a higher track. By the end of the primary grades students are set into rigid ability tracks correlating to their race and socioeconomic status. The effects last even longer than the school years. Some new research hints that the problem may not be the tracking structure itself, but how individuals use it and react to it. (JAZ)

ED 274 738 UD 025 135

Economic Recovery Fails To Reduce Poverty Rates to Pre-Recession Levels. Gaps Widen Further between Rich and Poor.

Center on Budget and Policy Priorities, Washington, DC.

PUB DATE- Aug 86
NOTE- 10p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)

DESCRIPTORS- *Census Figures; Children; Demography; *Employment Patterns; *Family Income; Hispanic Americans; Income; *Low Income Groups; *Poverty; Socioeconomic Status; Urban Problems

The gains of economic recovery have been unevenly distributed to benefit the rich much more than the poor. According to Census Bureau data, poverty, especially among children, is significantly higher than five years ago. Poverty has worsened despite decreased unemployment because of widening gaps between rich and poor. Even modest changes in distribution of income can result in large increases in poverty. Hispanics experienced the greatest poverty increase in 1985. If trends continue, they will surpass Blacks as the poorest minority within the next few years. Another trend of recent years is increasing numbers of working poor, attributable to more low-wage jobs and a minimum wage unchanged since 1981. Finally, Census data show the nation's poor farther below the poverty line than at any time since the early 1960s except for the recession years 1982 and 1983. This report includes tables and graphs of statistical information. (LHW)

ED 274 723 UD 024 993

Mathematics/Science. Educational Policy Seminar Papers.
City Univ. of New York, N.Y.
PUB DATE- 86
NOTE- 69p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Colleges; *Curriculum Development; Educational Policy; Elementary Secondary Education; Females; Higher Education; Instructional Improvement; *Mathematics Education; Minority Groups; *Science Education; *Special Programs; *Supplementary Education

Seven papers presenting recent findings on mathematics and science education are included in this report. Most of the papers deal with improving the mathematics/science instruction for minorities and women, and were presented at a series of seminars for the improvement of teaching math and science. Paper titles (and authors) are: (1) "Neurological Potential and Mathematical/Scientific Abilities" (Roger S. Gurney); (2) "Minorities and Mathematics: Why So Few?" (Westina Matthews); (3) "Blacks and Women in Mathematics" (Patricia C. Kenschaft); (4) "Administrative and Curricular Issues in Mathematics Education of Minorities and Women" (Joan E. Coleman); (5) "The Role of State Education Officials in Expanding Educational Opportunities in Mathematics and Science" (Julia Lara); (6) "Addressing the Crisis in Precollegiate Mathematics and Science Education" (Bernard R. Gifford); (7) "Toward a Mathematics Curriculum in the Form of the Core and Option-Modules" (Hiroshi Fujita, Fumiyuki Terada, and Shigeru Shimada). An introduction and brief profiles of contributors are included. (KH)

ED 274 709 TM 860 586

Williams, Trevor
Transitions: Longitudinal Mail Surveys of Australian Youth in Education and Work.
PUB DATE- Apr 86
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (67th, San Francisco, CA, April 16-20, 1986).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150) Tests, Questionnaires, Evaluation Instruments (160) Reports - Research/Technical (143)
DESCRIPTORS- Attrition (Research Studies); *Cohort Analysis; Databases; Educational Attainment; *Education Work Relationship; Foreign Countries; High Schools; *Longitudinal Studies; Postsecondary Education; *Questionnaires; Social Background; *Surveys; Vocational Followup
IDENTIFIERS- *Australia; *Mail Surveys; Response Rates (Questionnaires)

This paper describes the contours of a program of research focused on Australian youth and the transition they make within and between education and work. The project was initiated in 1978 and centered on longitudinal mail surveys. Questionnaires were sent to three cohorts aged 24 to 25 years old, 20 to 21 years, and 15 to 16 years. Samples involved 6,200, 6,600, and 5,400 people, respectively. The four-page questionnaires contain a core of items bearing on participation and attainments in eudcation and the labor force, along with measures of the following: quality of life; family background and schooling; influence of reference groups during the high school years and immediately thereafter; experiences during the first year in the labor force; living arrangements and family formation. Over 80 percent of those contacted responded without material inducement. The study suggests that if longitudinal studies on a national level are important and should continue, the following points should be considered: (1) providing an institutional identification, (2) seeking government funding; (3) seeking a long-term commitment of funds; (4) negotiating the terms of reference; (5) nominating a resource person; (6) establishing a database; and (7) providing for monitoring capability. Samples of the questionnaires are attached. (JAZ)

ED 274 724 UD 025 016

Thomas, Franklin A.
The New Demographics.
Ford Foundation, New York, N.Y.
PUB DATE- Jun 86
NOTE- 11p.; Remarks delivered at the annual dinner of the Joint Center for Political Studies (9th, Washington, DC, March 26, 1986).
AVAILABLE FROM- Ford Foundation, 320 East 43 Street, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black Achievement; *Black Education; Black Employment; *Black Leadership; Black Teachers; *Black Youth; Equal Education; *Government Role; Minority Group Children; Public Policy; *Racial Integration

The Joint Center for Political Studies aims to increase black America's ability to participate fully and effectively in the governance of society. While significant progress has been made since 1970, recent evidence shows that gains are deteriorating and that disturbing demographic trends are changing the social structure of the nation. This speech focuses on trends in two areas: population and policy. The nation's youth population is shrinking and will consist increasingly of minorities. Blacks will soon comprise 20 percent of the work force. Despite certain advances in the education of minorities, such as lower high school drop-out rates, college attendance for blacks has declined in the past 10 years. Two policy trends are noted: (1) receding federal commitment to equal educational opportunity, and (2) states launching initiatives to improve school performance. This latter trend, which has its valuable aspects, also has the effect of diminishing an already shrinking pool of black elementary and secondary school teachers who provide important role models for black children. This speech concludes that it is the burden of the Joint Center and others to challenge minority youth constructively to encourage them to higher achievement. (LHW)

ED 274 739 UD 025 141

Report of the School Health Assessment, Planning, and Evaluation Project (SHAPE).

New York City Dept. of Health, N.Y.

PUB DATE- Feb 84

NOTE- 113p.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Numerical/Quantitative Data (110)

DESCRIPTORS- *Community Health Services; Elementary Secondary Education; Health Services; *Public Health; Public Schools; *School Health Services; Urban Problems

IDENTIFIERS- *New York (New York)

The School Health Assessment, Planning, and Evaluation Project (SHAPE) was a systematic survey to determine the health status of the New York City school population prior to a major reorganization of school health services planned for the 1984-85 school year. It comprised 6,282 pupils attending 12 public and non-public schools. Over 30 percent of children had conditions requiring referral for further diagnosis or treatment. Junior and senior high school students revealed in questionnaires a variety of health risk factors increasing markedly between grades seven and ten, including sex and venereal disease, and use of cigarettes, alcohol, and other drugs. More than half reported serious problems or losses in their lives during the past year and indicated a wish for classroom instruction in sexual matters. Eating habits were found to be less than ideal but similar to those of other American teenagers. Dental screening revealed a higher rate of untreated cavities than that in areas beyond New York City but also showed an overall reduction attributable to water fluoridation. The children were found slightly shorter and heavier than their peers elsewhere. This report includes methods, results, and appendices of statistics and forms used. (LHW)

ED 274 710 TM 860 589

Assessment Handbook: A Practical Guide for Assessing Alaska's Students.

Alaska State Dept. of Education, Juneau.

PUB DATE- 86
NOTE- 74p.

LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Tests, Questionnaires, Evaluation Instruments (160) Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Educational Assessment; Educational Objectives; *Educational Testing; Program Costs; Recordkeeping; School Districts; Standardized Tests; State Programs; *Testing Programs; *Test Interpretation; *Test Selection
IDENTIFIERS- Alaska; *Curriculum Alignment

This handbook is designed to serve as a resource for Alaskan district-level administrators in charge of planning, implementing and monitoring districtwide student assessment programs. The information is divided into 10 chapters, including: (1) aligning assessment with curriculum and instruction; (2) planning an assessment program; (3) administering assessment programs; (4) involving constituent groups in assessment decision making; (5) selecting appropriate tests; (6) interpreting and using test results; (7) testing costs; (8) reporting assessment results; (9) keeping records; and (10) integrating statewide assessment with local assessment programs. Each chapter acts as a separate document with several articles relating to the overall topic. Nine chapters have separate sheets containing checklists and questionnaires. Additional references are listed at the end of each chapter. (JAZ)

ED 274 725 UD 025 059

Tamura, Eileen; And Others
The Shaping of Modern Hawaiian History: Databook and Atlas; Teacher Answer Book.
Hawaii Univ., Honolulu. Curriculum Research and Development Group.
PUB DATE- 83
NOTE- 364p.
AVAILABLE FROM- Curriculum Research and Development Group, College of Education, University of Hawaii, 1776 University Avenue, Honolulu, HI 96822 ($8.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Current Events; *Curriculum Development; Geography; *Hawaiians; High Schools; *Instructional Materials; *Social Studies; *State History; United States History
IDENTIFIERS- *Hawaii

This book is intended for use as a supplement to a five-unit instructional series, "The Shaping of Modern Hawaiian History." It presents information on land use, population and ethnic diversity, government, politics, the economy, and Hawaii's place in the Pacific. Provided are many graphs, tables, readings, documents, and maps, which include outline maps of the islands, as well as maps showing land use districts, land ownership, major elevations, coastal zone management areas, and the Pacific basin. Four history outlines (on land use, government, the economy, and social history) are included for use as an introduction to or review of events and trends in Hawaiian history. Ideas for classroom activities are presented, along with quizzes and worksheets. Also provided is the Teacher Answer Book, which supplies the answers to the quizzes and worksheets contained in the main document. (KH)

ED 274 711   TM 860 590

Meyer, John R.
Affective Interventions and Measures: A Public Elementary School Case Study.
Ontario Dept. of Education, Toronto.
PUB DATE- 86
NOTE- 111p.
AVAILABLE FROM- The Ontario Institute for Studies in Education, 252 Bloor Street West, Toronto, Ontario, Canada M5S 1V6.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Affective Measures; *Affective Objectives; *Attitude Measures; Case Studies; *Educational Environment; Educational Research; Elementary Education; Foreign Countries; *Intervention; Longitudinal Studies; Preadolescents; Pretests Posttests; Problem Solving; Prosocial Behavior; Public Schools; School Demography;

Social Behavior
IDENTIFIERS- Canada

The central question of this study was: could interventions of an affective nature be consistently applied in a controlled manner over a sufficient period of time to assure multi-dimensional growth in pre-adolescents that could be measured by a battery of instruments? The subjects of the study were two school principals, students from grades 2, 4, and 6 in the control and the experimental schools, parents of experimental classes, teachers from both experimental and control classrooms, and volunteers from the school and local community. The research lasted three to four years and components consisted of: (1) use of multidimensional measures in comparable school environments for experimental and control subjects; (2) the application of instructional materials designed to promote personal and value development in the designated classroom; (3) the engagement of classroom teachers in inservice or professional development activities; and (4) attempts to assure collaboration as an extension of the classroom interventions. The research revealed serious weaknesses in the inability to control important variables and particularly in the inconsistency of the application of the interventions. Programs of an affective nature that claim significant causal relationships for outcome gains demand much more careful assessment. On the other hand, there is evidence that specific variables and controlled interventions can be powerful facilitators of affective growth. Appendices include supplementary studies on gender differences on three measures and social education in Canada. A three-page bibliography concludes the document. (JAZ)

ED 274 740 UD 025 143

McDaniel, Patrick
Albuquerque Public Schools Diploma Granting High Schools Dropout Report 1984-85.
Albuquerque Public Schools, N. Mex.
PUB DATE- Oct 85
NOTE- 13p.; Small print.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Dropout Rate; *Dropouts; Ethnic Groups; High Schools; Urban Education
IDENTIFIERS- *Albuquerque Public Schools NM; New Mexico (Albuquerque)

This paper presents dropout data for Albuquerque public schools in the 1984-85 school year. Following a brief introduction, the report consists of five statistical tables: (1) dropout rate summary; (2) dropout rates by grade level; (3) dropout rates by gender; (4) dropout rates by ethnicity; (5) dropout rates by reason for dropping out. (KH)

ED 274 726 UD 025 061

School Discipline Policies in North Carolina. A Follow-Up Report.
Governor's Advocacy Council on Children and Youth, Raleigh, NC.
PUB DATE- Sep 85
NOTE- 37p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Corporal Punishment; *Discipline Policy; Educational Environment; Elementary Secondary Education; Expulsion; *Public Schools; *Punishment; School Administration; School Districts; *School Policy; *Student Behavior; Suspension
IDENTIFIERS- *North Carolina

This report presents the findings and recommendations of a follow-up to a 1981 survey of school discipline policies in 144 public school systems in North Carolina. Much progress since 1982 is reported, but the districts need to review and revise their policies and practices. The six central sections of the report focus on these topics: student codes of conduct; suspensions and expulsions; suspensions and expulsions of "special needs" students; corporal punishment; principal authority; and positive approaches. Major recommendations include: (1) local boards of education should immediately review their discipline policies and procedures and continue to do so at least annually to update them based on current laws and State guidelines; (2) students, teachers and parents should all be involved in the development of local policies and student handbooks; (3) the State Board of Education, in cooperation with concerned organizations, should issue guidelines and model policies for local boards to use in developing their discipline policies; (4) the State Board should conduct an annual review of local school board policies and procedures; (5) local boards should have written policies or guidelines on suspensions of children with special needs; (6) teachers, principals and assistant principals

should be required to review their discipline policies at the beginning of each school year; and (7) in-service training in classroom management techniques, assertive discipline, etc., should be provided to teachers and principals. (KH)

ED 274 741 UD 025 144

High School Admission and the Improvement of Schooling. A Report of the University Consultants.

New York City Board of Education, Brooklyn, N.Y. Div. of High Schools.

PUB DATE- 86
NOTE- 121p.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Access to Education; Accountability; *Admission Criteria; *Educational Improvement; *High Schools; Public Schools; *Student Placement; Student Role
IDENTIFIERS- New York (New York)

A panel of university based consultants examined the admissions process of New York City Public High schools in order to make recommendations that would increase access to programs and schools for all populations without reducing school effectiveness. The six sections of the report include: (1) perceptions of the problems and rationales; (2) new policy and procedures; (3) student choices; (4) matching choices and schools; (5) making choices meaningful: school continuity and coherence; and (6) assessing and managing the system. Among the recommendations are the following: (1) a student assignment system to promote professional collaboration; (2) collaboration among schools within program clusters; (3) school performance accountability referenced both to individual schools and to the team of schools that form a cluster; (4) development of admission criteria and mechanisms within clusters; (5) a new formula for assigning students to educational option schools and programs that balances equitable access with improvement of instructional activities; (7) continued Board support for the development of educational programs of choice in all schools combined with a moratorium on the development of educational option schools; (8) no screened programs; (9) entry into school programs regardless of residence; (10) integrated processes for collecting information, making decisions, and notifying students; (11) the development of quality control procedures; and (12) monitoring the composition of entering classes. (ETS)

ED 274 712 TM 860 591

Rogers, Deborah L.; And Others

Air Force Officer Qualifying Test Form O: Development and Standardization.

Air Force Human Resources Lab., Brooks AFB, Tex. Manpower and Personnel Div.
REPORT NO.- AFHRL-TR-86-24
PUB DATE- Aug 86
NOTE- 29p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)

DESCRIPTORS- *Aptitude Tests; Error of Measurement; Flight Training; Military Training; *Occupational Tests; Standardized Tests; *Test Construction; Test Items; *Test Reliability; *Test Validity; *Vocational Aptitude
IDENTIFIERS- *Air Force Officer Qualifying Test

This report presents the rationale, development, and standardization of the Air Force Officer Qualifying Test (AFOQT) Form O. The test is used to select individuals for officer commissioning programs, and candidates for pilot and navigator training. Form O contains 380 items organized in 16 subtests. All items are administered in a single test booklet, accompanied by a single machine-scorable answer sheet. Five composites, expressed as percentiles, are derived from various combinations of the subtests: Pilot, Navigator-Technical, Academic Aptitude, Verbal, and Quantitative. Although Form O contains the same composites as predecessor forms of the AFOQT, this form introduced changes in content, format, administration, and scoring. Reliabilities and intercorrelations are consistent with those of previous forms. Form O was standardized to link scores to a normative group based on Form N data. The use of common items on Form N and Form O enabled a series of equipercentile equatings through the common items, resulting in the equating of the entire Form O battery to the entire Form N battery. Raw-score-to-percentile-score Form O composite conversion tables were developed from these equatings, and were implemented for operational use with the introduction of Form O in September 1981 at Officer Training School testing sites and in March 1982 at Air Force Reserve Officer Training Corps testing sites. The data indicate the test is an appropriate replacement for Form N as a selection instrument for Air Force officers. Several tables are appended. (JAZ)

ED 274 727 UD 025 101

Los Angeles Unified School District Dropout Prevention and Recovery (DPR) Program.

Los Angeles Unified School District, Calif.

PUB DATE- Apr 86
NOTE- 29p.; For related documents, see UD 025 102-103.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperative Programs; Demonstration Programs; *Dropout Prevention; *Dropout Programs; *Dropouts; Elementary Secondary Education; Program Implementation; School Business Relationship; *School Community Relationship; School Holding Power
IDENTIFIERS- *Los Angeles Unified School District CA

This report discusses the situation--a 43 percent attrition rate in public schools--leading to the formation of the Dropout Prevention and Recovery (DPR) program, implemented in the Los Angeles Unified School District in January 1985, and describes activities undertaken as part of the pilot program. The main body of the report, presented in question and answer form, addresses the following issues: needs assessment and identification of target audience; extent of the dropout problem; resources available to implement a dropout program; program objectives; demographic characteristics of the community being served; program elements; financial and programatic collaboration and administrative and outreach strategies; evaluation strategies; and plans for the program's institutionalization. The remainder of the report consists of a series of attachments, the first of which describes in greater detail the 1985-86 program, which represents the beginning of a long-term effort involving schools, community agencies, business and industry. The program's design, targeted schools, and the data collection system are discussed here. Attachment 3 outlines selection criteria of the 24 elementary, junior high and high schools in which the program was piloted, briefly describes staffing, funding, public/private collaboration and evaluation, and provides a description of the program at the Bethone Junior High School. The other two attachments consist of a list of pilot schools and their financial allocations and a profile of the Achievement Council, a statewide public interest organization aimed at increasing academic achievement among minority and low income students in California schools and colleges. (GC)

ED 274 713 TM 860 592

Jones, Calvin; And Others
Postsecondary Education Transcript Study Data File User's Manual.
National Longitudinal Study of the High School Class of 1972.
National Opinion Research Center, Chicago, Ill.
SPONS. AGENCY- Center for Statistics (OERI/ED), Washington, DC.
REPORT NO.- CS-86-221
PUB DATE- Aug 86
NOTE- 525p.
CONTRACT- OE-300-83-0288
AVAILABLE FROM- Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.
LANGUAGE- English
EDRS Price - MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (055)
DESCRIPTORS- *Academic Records; Cohort Analysis; *Databases; *Data Collection; Educational Research; Graduate Surveys; *Longitudinal Studies; *National Surveys; Postsecondary Education
IDENTIFIERS- *National Longitudinal Study High School Class 1972

The purpose of this user's manual is to document the procedures used to collect and process postsecondary school transcripts for members of the National Longitudinal Study of the High School Class of 1972 who had attended any postsecondary institutions since leaving high school. In addition, this manual will provide researchers with the technical information necessary for using the public release data files containing transcript and other data. The five chapters include: (1) introduction to the longitudinal studies program; (2) summary of the procedures used to collect transcripts; (3) description of the Computer Assisted Data Entry program; (4) basic technical information required for use of data files; and (5) description of the procedures used to construct sampling weights for use in computing population estimates. A codebook offers reproductions of records for these levels: student, transcript, term, and course. The appendices include a list of schools, postsecondary school codes in numerical and alphabetical order, course subject codes in numerical order, data file record layout, and frequency distributions for student-level, transcript-level, term-level, and course-level variables. (JAZ)

ED 274 742 UD 025 145

New Directions in Late '80s Pursued. National Advisory and Coordinating Council on Bilingual Education. Tenth Annual Report, 1985-86.

National Advisory Council on Bilingual Education, Washington, D.C.

PUB DATE- Mar 86

NOTE- 101p.; For the Ninth Annual Report, see ED 259 067. Appendixes E and F contain marginally legible print.

LANGUAGE- English

EDRS Price - MF01/PC05 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Asian Americans; *Bilingual Education; Bilingual Teachers; English (Second Language); *Federal Aid; Federal Legislation; Language Proficiency; Limited English Speaking; Second Language Instruction; *Teaching Methods

This report reflects the efforts of the federally mandated National Advisory and Coordinating Council on Bilingual Education (NACCBE) to search for ways by which local school systems can exercise greater choice of teaching methodologies while still meeting their responsibilities of teaching English to all of their non-English speaking students. It contains an account of significant developments in the history of bilingual education, an update on recent research, a plea for common understanding, ten state assessments of bilingual education over the past decade, a synopsis of testimony at eight regional hearings, and recommendations. The Council urges the Federal government to provide greater flexibility to local districts concerning methodologies of second language instruction while still responding promptly to any violation of the constitutional rights of language minority students to quality education. More specifically, it recommends: (1) greater stress on special alternative instructional methods; (2) local level decision making concerning methodology; (3) increased funding for limited English proficiency students; (4) Federally funded research projects on better methods to identify bilingual students with special needs and training for professional staff to work with these students; (5) efforts to reduce the high dropout rate; (6) increased research and evaluation of language learning and language teaching theory; (7) improved teacher training for bilingual, English as a second language, mainstream, and special education teachers; and (8) efforts to prevent inappropriate placement of students in special education programs. Appendixes include the Department of Education budgets for bilingual education for 1985 and 1986; data on language characteristics of the U.S. population by state and age for 1980; data on home speakers of Spanish in the United States for 1980; a copy of the NACCBE Charter, and a paper reporting the personal views of five Council members. (ETS)

DOCUMENT RESUME

ED 274 743 UD 025 148

The Wonderful World of Difference. A Human Relations Program for Grades K-8.
B'nai B'rith, New York, N.Y. Anti-Defamation League.
REPORT NO.- ISBN-0-88464-099-X
PUB DATE- 86
NOTE- 45p.
AVAILABLE FROM- Anti-Defamation League of B'nai B'rith, 823 United Nations Plaza, New York, NY 10017.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051) Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Beliefs; Bias; Curriculum Guides; Elementary Education; *Elementary School Curriculum; Elementary School Students; *Human Relations; *Individual Differences; Intergroup Relations; Self Esteem; *Social Discrimination; *Socialization; Values

These course materials provide a starting point for helping students (grades K-8) explore the diversity and richness of the human family. The material is organized sequentially around 20 activities which address seven primary objectives: (1) understanding that differences among people have a positive value to society; (2) understanding that such differences add to the quality, interest, and value of our lives as individuals; (3) realizing that although we are different we have many things in common; (4) understanding that a multitude of experiences shapes each of us into unique people who share much in common with others; (5) understanding that our common values and beliefs are the basis for our nation's strength; (6) enhancing students' sense of self-worth and participation in our diverse society; and (7) introducing students to the nature of prejudice and its threat to our society. The kit contains a teacher's guide with a discussion of the objectives for each group of activities, a description of the method of implementing each activity, a glossary of terms and a short resource list of books and audio-visual materials; and includes student activity sheets which provide information and ask questions. (ETS)

DOCUMENT RESUME

ED 274 757 UD 025 173

Goldman, Barbara; And Others
The San Diego Job Search and Work Experience Demonstration. Final Report. California: The Demonstration of State Work/Welfare Initiatives.
Manpower Demonstration Research Corp., New York, N.Y.
SPONS. AGENCY- California Employment Development Dept., Los Angeles.; Ford Foundation, New York, N.Y.
PUB DATE- Feb 86
NOTE- 335p.
LANGUAGE- English
EDRS Price - MF01/PC14 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cost Effectiveness; *Demonstration Programs; Employment Opportunities; *Job Search Methods; Program Effectiveness; *Urban Programs; *Welfare Recipients; *Work Experience Programs
IDENTIFIERS- *Aid To Families With Dependent Children; *California (San Diego)

This report presents the findings from a three-year study of two San Diego demonstration projects designed to increase unsubsidized employment and reduce welfare dependency and costs. One involved a job search requirement, while the other combined that requirement with a short-term work obligation. Overall, compared to the few earlier studies on similar approaches, the results are favorable. The San Diego programs successfully implemented a short-term participation requirement for new applicants to welfare. For applicants to Aid to Families with Dependent Children (ADFC)--mainly female single parents who constitute a majority of the welfare caseload--both programs increased employment and proved cost-effective for both the applicants and taxpayers. The programs were particularly effective for individuals often ignored by employment and training programs: those whose characteristics define them as difficult to employ. For the AFDC-U applicants--primarily men from two-parent households--the results are mixed. Both programs substantially reduced welfare costs but did not increase employment significantly, with the result that taxpayers gained but the welfare applicants did not. These findings offer valuable evidence on the potential and limits of job search

and work experience in increasing employment and reducing welfare dependency. Five appendices provide supplementary tables, information on related data collection studies, data sources, and a bibliography. (KH)

ED 274 744 UD 025 149

Job Training Partnership Act, Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, Ninety-Ninth Congress, Second Session (Lowell, MA, February 3, 1986).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 86

NOTE- 56p.; Serial No. 99-75; pages 30-32 may not reproduce well due to small and light print.

LANGUAGE- English

EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Legal/Legislative/Regulatory Materials (090)

DESCRIPTORS- *Economic Development; Employment Opportunities; *Federal Programs; Financial Support; Hearings; Job Skills; *Job Training; Labor Force Development; *Public Policy

IDENTIFIERS- Congress 99th; Economic Revitalization; *Job Training Partnership Act 1982; *Massachusetts

Testimony in this hearing covers how the Job Training Partnership Act (JTPA) is working in the state of Massachusetts, how the business community perceives and receives the JTPA program, and how Congress may improve the program to better serve and reach the intended population. The hearing was held in Massachusetts, a state leading in forging linkages between policy and economic objectives among state, Federal, and local governments; the private sector; and educational systems. JTPA has been a critical factor in Massachusetts' ability to develop innovative job training and skills training programs, and consequently, to revitalize its economy. Testimonies supported this assertion and also discussed: (1) JTPA as a vehicle for coordinating and consolidating a variety of employment, training and educational services; (2) using the JTPA infrastructure to build a new job training system which would offer remediation, training, retraining, skill upgrading and job placement; (3) the ill effects of the Gramm-Rudman amendment and the substate allocation formula; and (4) suggestions for strengthening the ability of local and regional delivery systems to target their services to the neediest. (ETS)

ED 274 758 UD 025 174

Gueron, Judith M.
Lessons from a Job Guarantee. The Youth Incentive Entitlement Pilot Projects.
Manpower Demonstration Research Corp., New York, N.Y.
PUB DATE- Jun 84
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Dropout Programs; *Economically Disadvantaged; Employment Opportunities; *Employment Problems; *Employment Programs; Federal Programs; Incentive Grants; *Job Development; Low Income; Student Employment
IDENTIFIERS- Department of Labor; *Employment and Training Administration; *Youth Incentive Entitlement Pilot Projects

The Department of Labor's Youth Incentive Entitlement Pilot Projects (YIEPP) was the nation's largest demonstration to test a new approach to solving the employment problems of disadvantaged youths. Sixteen- to 19-year-olds from low income or welfare households who had not yet graduated from high school were offered minimum-wage jobs, part-time during the school year and full-time during the summer, on the condition that they remain in or return to school and meet academic and job performance standards. This report highlights key findings from studies focused on the period of YIEPP's operations and discusses the demonstration's post-program period. Issues discussed include the following: (1) successful delivery of the job guarantee; (2) the role of the private sector; (3) high participation rates confirming disadvantaged youths' interest in work; (4) increases in employment and earnings during the program which continued after operations ceased; and (5) the absence of any significant impact on school enrollment, graduation, or dropout rates. Related to this last issue is the conclusion that many youths need more than what YIEPP and traditional education can offer. For many youths, however, the program worked. YIEPP showed that the employment deficit is not of the youths' making; the shortage is jobs, not motivation. (LHW)

Oversight Hearing on the Job Training Partnership Act (Part 3). Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, Ninety-Ninth Congress, First Session (Montebello, CA, November 8, 1985).
Congress of the U.S., Washington, D.C. House Committee on Education and Labor.
PUB DATE- 86
NOTE- 62p.; For parts 1 and 2, see ED 269 511-512.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Numerical/Quantitative Data (110)
DESCRIPTORS- *Dislocated Workers; Employment Opportunities; Federal Aid; *Federal Programs; Hearings; *Job Training; Labor Economics; Labor Force Development; Public Policy; Retraining; Technological Advancement; Unemployment
IDENTIFIERS- Congress 99th; *Job Training Partnership Act 1982 Title III

This hearing focuses on the implementation of the Dislocated Worker Program as well as the concerns of those responsible for the program's administration. Representative Augustus Hawkins, chairman of the Subcommittee on Employment Opportunities, opened the hearing by urging that more funds (rather than the proposed 55 percent reduction) are necessary to help prepare the nation's workforce to meet the needs of a vastly changing technological economy. A witness from California discussed the lack of Job Training Partnership Act (JTPA) funds and the inequitable disbursement of JTPA money in the 30th Congressional District, an area heavily impacted by steel, auto, and rubber plant closures. Other witnesses offered: (1) national data on JTPA projects including enrolling characteristics, the services received, and program outcomes; (2) a description of the United Auto Workers' training programs sponsored under Title III; (3) an overview of Title III from the perspective of Region 9 of the Employment and Training Administration (Arizona, California, Hawaii, Nevada) covering resources received and major findings of the regional program compliance review; and (4) a State (California) evaluation of the status of its Title III program covering program accomplishments and the funding mechanism by which service delivery areas and others access the Title III funds they need, and offering general observations concerning predicted trends and changes in the areas of long term unemployment and dislocated workers. (ETS)

Selected Demographic Characteristics of the U.S. Hispanic Population and of Hispanic Subgroups. A Report Prepared by the Congressional Research Service for the Subcommittee on Census and Population of the Committee on Post Office and Civil Service, U.S. House of Representatives. 99th Congress, 2d Session.

Congress of the U. S., Washington, D. C. House Committee on Post Office and Civil Service.; Library of Congress, Washington, D.C. Congressional Research Service.

REPORT NO.- House-Comm-Print-99-9
PUB DATE- 5 Sep 86
NOTE- 94p.; Document contains small print.
AVAILABLE FROM- Superintendent of Documents, Congressional Sales Office, U.S. Government Printing Office, Washington, DC 20402.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090) Numerical/Quantitative Data (110)
DESCRIPTORS- Birth Rate; *Cubans; Cultural Differences; Educational Attainment; Employment Patterns; English (Second Language); Ethnic Distribution; *Hispanic Americans; Language Proficiency; *Latin Americans; *Mexican Americans; *Puerto Ricans; *Subcultures
IDENTIFIERS- Congress 99th

The report compares U.S. Hispanic subgroups with regard to five demographic statistics: (1) Geographic Distribution: the greatest number of Hispanics are found in Texas, California, New York and Florida. (2) Age Structure and Fertility: Hispanics are generally younger than the U.S. population, except for Cubans who are usually older. Mexicans have the highest birth and fertility rates and Cubans the lowest. (3) Educational Attainment: Mexican and Puerto Rican adults have less education than the other subgroups. Younger Hispanic adults are better educated than their elders, but not as well-educated as the non-Hispanic population. (4) English Proficiency: Cubans are the most capable in English. (5) Occupations and Unemployment: Hispanic workers are underrepresented in higher level occupations and overrepresented in lesser skilled occupations. Mexicans have the lowest proportion of professionals and Cubans the highest. Cubans have greater employment stability and less unemployment. Data show that there are substantial differences between Hispanics and the total U.S. population, between non-Hispanic and Hispanic populations, and among Hispanic subgroups. The report recommends collecting data separately for Central Americans, South Americans and other Hispanics. (Author/PS)

The 8-Percent Section of the Job Training Partnership Act. Hearing before the Subcommittee on Employment Opportunities of the Committee on Education and Labor, House of Representatives, Ninety-Ninth Congress, First Session (Atlanta, GA, December 7, 1985).

Congress of the U.S., Washington, D.C. House Committee on Education and Labor.

PUB DATE- 86
NOTE- 117p.; Serial No. 99-72. Print may be marginally legible in portions of document.
LANGUAGE- English
EDRS Price - MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Boards of Education; Educational Cooperation; *Employment Programs; Federal Programs; Hearings; *Job Training; Public Agencies; State Federal Aid; *Vocational Education; *Vocational Training Centers
IDENTIFIERS- Congress 99th; *Job Training Partnership Act 1982

The hearing addressed the eight percent education set-aside under the Job Training Partnership Act (JTPA). This provides for the promotion of service and coordination among JTPA programs and educational agencies. Implementation of the eight percent program was reviewed with respect to the following: (1) how states utilize the funds; (2) how vocational programs operate under the offices of the educational system; and (3) what administrative concerns surrounded the program. Testifying at the hearing were educational groups, chief state school officers, local school boards, representatives of vocational education, and the National Governor's Association. This report includes prepared statements, letters, and supplemental materials in addition to a transcript of the hearing. (LHW)

ED 274 760 UD 025 177

Discipline in the Schools. Three Decades of Public Opinion Polling. Search Series.

National Education Association, Washington, D.C. Research Div.

PUB DATE- 85
NOTE- 22p.
AVAILABLE FROM- NEA Professional Library, P.O. Box 509, West Haven, CT 06516.
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
DESCRIPTORS- Attitude Measures; *Classroom Environment; Classroom Techniques; *Discipline; Discipline Problems; *Educational Quality; Elementary Secondary Education; Instructional Improvement; Obedience; *Public Opinion; *Public Schools; School Security; Surveys

Results from a diverse selection of public opinion polls, most conducted by Gallup, taken from 1954 to 1984 reveal Americans' long-term concern about discipline in public schools. Since 1969, in every year but one, discipline has been considered the biggest problem facing schools by at least a quarter of the respondents. One in four surveyed views discipline as a continuing and fairly serious problem which affects the quality of education. Respondents make a distinction between crime in schools and their concern for the maintenance of an orderly environment in which to learn, characterized by mutual respect between the adults and the students. Most feel the problem stems from lack of discipline in the home and lack of respect for law and authority throughout society. A substantial portion of the public believe discipline problems should be dealt with by a combination of school and parents, and, in some instances, the courts also. Teacher opinion polls show that problems of discipline and violence have been declining over the last few years. (PS)

ED 274 747 UD 025 152

Budget Issues: Immigration to the United States--Federal Budget Impacts 1984-1995. Briefing Report to the Chairman, Task Force on the Budget Process, Committee on the Budget, House of Representatives.

General Accounting Office, Washington, D.C.
REPORT NO.- GAO-AFMD-86-53BR
PUB DATE- Aug 86
NOTE- 83p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20877 (1st 5 copies free; additional copies $2.00 each; 25% discount for 100 or more).
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Budgets; *Cost Estimates; *Expenditures; *Federal Government; Federal Programs; *Immigrants; Local Government; *State Government; Welfare Services
IDENTIFIERS- *Immigration

This report reviews the potential impact of immigration on the Federal budget over the next 10 years. The report, using fiscal year 1984 as a baseline, discusses in detail the budgetary impact of immigration on State and local governments. Major federal immigrant-related outlays and revenues for that period are identified and/or estimated. These data are then projected to yield 1990 and 1995 estimates under three different sets of scenarios as to the future social, economic, and political environment. Similar data for selected programs and localities in the five most impacted States are presented for illustrative purpose--no projections were made at this level. The analysis demonstrates that significant budgetary impacts of immigration exist at the Federal level, in terms both of outlays and revenues. For fiscal year 1984, in the programs examined: (1) per capita Federal outlays for immigrants were roughly comparable to those for average United States residents; (2) per capita, immigrants contributed fewer revenues to

ED 274 761 UD 025 183

Miranda, Luis A.; Ruiz, Esther
NACME Statistical Report 1986.
National Action Council for Minorities in Engineering, Inc., New York, NY.
PUB DATE- 86
NOTE- 155p.
AVAILABLE FROM- National Action Council for Minorities in Engineering, 3 West 35th Street, New York, NY 10001 ($12.50; $10.00 plus postage for quantity).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- American Indians; Black Students; *College Students; *Educational Attainment; *Engineering Education; *Enrollment; Higher Education; Hispanic Americans; *Minority Groups; Scholarships

This statistical report summarizes data on enrollment and graduation of minority students in engineering degree programs from 1974 to 1985. First, an introduction identifies major trends and briefly describes the Incentive Grants Program (IGP), the nation's largest privately supported source of scholarship funds available to minority engineering students. The remainder of the report, divided into four sections, consists mainly of tables. Section 1 provides data on undergraduate enrollment and graduation by State and institution from 1974-75 to 1984-85. Section 2 presents 12 tables containing selected data, broken down by such categories as ethnicity, state, institution, and students' area of specialization (civil, chemical, electrical, and mechanical engineering). Section 3 provides data on IGP recipients (by gender, ethnicity, and discipline). Section 4 is a complete directory of university level minority engineering program directors. Since 1974, minority enrollment and graduation has increased, but the need to further increase both enrollment and retention is apparent. (KH)

the Federal government than average United States residents; and (3) total immigrant-related outlays differed only slightly from total immigrant-related revenues. Under all three scenarios examined, these observations remain valid for 1990 and 1995, although uncertainty increases. A glossary is included. (KH)

ED 274 748 UD 025 153

Job Corps: Its Costs, Employment Outcomes, and Service to the Public. Briefing Report to the Chairman, Committee on Labor and Human Resources, United States Senate.
General Accounting Office, Washington, D.C.
REPORT NO.- GAO-HRD-86-121BR
PUB DATE- Jul 86
NOTE- 28p.
AVAILABLE FROM- U.S. General Accounting Office, P.O. Box 6015, Gaithersburg, MD 20977 (1st 5 copies free; additional copies $2.00 each; 25% discount on 100 or more).
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Budgets; *Cost Estimates; Expenditures; *Federal Programs; Job Placement; *Job Training; Outcomes of Education; *Public Service; Work Experience; *Youth Programs
IDENTIFIERS- *Civilian Conservation Corps; *Job Corps

This report evaluates the cost effectiveness of the Civilian Conservation Centers (CCCs) which are part of the Job Corps program but operated under inter-agency agreement by the Departments of Agriculture and the Interior. Data are from the program year beginning July 1, 1984. Information is presented on: (1) the costs, job placements, and starting wages for youth after receiving training; and (2) the nature and extent of public service activities performed by the CCCs and comparably sized Job Corps centers that are administered under competitive contract. The review included 29 of 30 CCCs and 13 centers administered under competitive contract with the Department of Labor. In summary, it was found that the annual per-person costs are higher at CCCs than at contract centers. However, youth who receive training at CCCs are more likely to be placed than youth who receive training at contract centers. Youth who obtain employment after training at CCCs are paid higher starting wages than youth trained at contract centers. Cost differences were found to be due mainly to the types of training provided. Also, residential living costs at CCCs are more expensive than at contract centers due to wages and higher food costs. Two appendices consist of lists of Job Corps Centers included in the review and the centers' cost components and definitions. (KH)

ED 274 762 UD 025 185

Ramirez, Arnulfo G.
Bilingualism through Schooling: Cross-Cultural Education for Minority and Majority Students.

PUB DATE- 85
NOTE- 275p.
AVAILABLE FROM- State University of New York Press, P.O. Box 6525, Ithaca, NY 14850 ($44.50 hard cover, $14.95 paperback).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Books (010) Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; *Bilingual Education Programs; *Bilingualism; Bilingual Schools; Compensatory Education; Elementary Secondary Education; Language Enrichment; *Minority Groups; *Multicultural Education; Non English Speaking; Second Language Programs

Bilingualism as an individual and societal phenomenon can be examined from linguistic, psychological, and sociocultural perspectives. Bilingual education often links language and ethnicity, resulting in diversified curriculum goals. This book explores various dimensions of language and bilingual schooling which affect the education of ethnolinguistic minority children. Bilingual programs serving language-minority children differ from those serving mainstream English speakers. The differences generally surface in terms of compensatory versus enrichment programs and subtractive versus additive types of bilingualism. Language teaching strategies, classroom discourse processes, and language/cultural attitudes all operate in a bilingual school context. Language policies, reflecting societal goals, priorities, and intergroup relations, however, more directly influence the mission and success of bilingual schooling for all children. This book includes material from many sources: (1) Federally funded research projects, (2) doctoral dissertations, (3) journal articles, (4) texts, and (5) unpublished reports. (LHW)

ED 274 749 UD 025 154

Oakes, Jeannie
Keeping Track: How Schools Structure Inequality.

REPORT NO.- ISBN-0-300-03725-2
PUB DATE- 85
NOTE- 231p.; Published by Yale University Press.
AVAILABLE FROM- Yale Univ. Press, 92A Yale Station, New Haven, CT 06520. ($8.95 softcover--ISBN-0-300-03725-2; $25.00 hardcover---ISBN-0-300-03292-7; plus shipping and handling).
LANGUAGE- English
Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120) Books (010)
DESCRIPTORS- *Ability Grouping; Academic Achievement; Educational Attainment; *Homogeneous Grouping; Minority Group Children; *School Effectiveness; School Organization; School Resegregation; Secondary Education; *Secondary Schools; *Student Placement; *Track System (Education)

Tracking--the system of grouping students for instruction on the basis of ability--reflects the class and racial inequalities of American society and helps to perpetuate them. In the junior and senior high schools studied, there were clear differences between upper and lower tracks in: (1) content and quality of instruction, (2) teacher-student and student-student relationships, (3) expectations of teachers for their students, and (4) affective climate of classrooms. After chapters presenting the destructive and unfair consequences of tracking, this book discusses the findings within the context of far-ranging differences in student educational attainment. It then attempts to reconcile the persistence of tracking in a society which purports to be committed to equitable quality education for all. It concludes with suggestions for more equitable methods of structuring learning. (LHW)

ED 274 763 UD 025 191

Bengis, Laraine
Urban Project Student Profile: A Longitudinal Analysis from the Ninth through the Eleventh Grade, June 1981-June 1983.
City Univ. of New York, N.Y. Research and Evaluation Unit for Special Programs.
PUB DATE- 83
NOTE- 55p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Preparation; High Schools; Mathematics Instruction; *Minority Groups; *Science Careers; *Technical Occupations; Technology

The Urban Project (UP) promotes minority advancement in the sciences and technologies for high school students demonstrating potential for math and science-based careers. UP students receive supplemental instruction in mathematics, science, computers, and basic skills at participating City College of New York campuses and are exposed to college and career requirements. This report attempts to: (1) link student social, demographic, and academic achievement variables to planning efforts; (2) longitudinally track the academic progress and retention patterns of participants from high school through college; and (3) stimulate research questions and activities. It contains demographic data on family, income, gender, ethnicity, birthplace, and family language as well as achievement data from grades nine through eleven. Findings suggest that UP is succeeding in retaining participants and in motivating them to pursue mathematics and science studies. Performance data indicate that participants attempt and complete advanced college preparatory courses in mathematics and science but that overall grade point averages have declined slightly over the past 3 years. In addition to the profile of UP students, recommendations from the consortium who operate the program are provided throughout the report. (LHW)

ED 274 750 UD 025 156

Comer, James P.; And Others
Academic and Affective Gains from the School Development Program: A Model for School Improvement.
PUB DATE- Aug 86
NOTE- 56p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, DC, August 1986).
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070) Reports - Research/Technical (143)
DESCRIPTORS- Administrative Change; Administrative Policy;

*Educational Change; *Educational Development; *Educational Improvement; Educational Innovation; Elementary Education; Nontraditional Education; Public Schools; School Administration; *School Effectiveness; *Systems Development
IDENTIFIERS- Michigan (Benton Harbor); *School Development Program

The School Development Program (SDP) Model is a potentially useful alternative means of addressing the ills that plague public schools. Containing elements of the adjustment and social action models, it is an example of the ecological approach to prevention, which views behavior as a function of person and environment. After a background outline of school reform movements, this report describes SDP's major components: (1) governance and management groups, (2) mental health services, (3) parent participation program, and (4) curriculum and staff development. Then it compares SDP to other approaches to school improvement. The rest of the paper reports on observed changes in school achievment levels and school climate variables in the Benton Harbor, Michigan school system where SDP was implemented from 1982-83 to 1985-86. A measureable positive impact was observed in both areas. Appendices provide graphs and tables of data upon which evaluations are based. A 42-item reference list concludes the document. (LHW)

ED 274 764 UD 025 193

Renfroe, William

Early School Leavers: High School Students Who Left before Graduating, 1981-82. Publication No. 428.

Los Angeles Unified School District, Calif. Research and Evaluation Branch.

PUB DATE- 83
NOTE- 28p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110) Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; Continuation Students; *Dropout Characteristics; *Dropout Rate; Dropout Research; *Dropouts; High Schools; *High School Students; *Potential Dropouts; Student Attrition; *Withdrawal (Education)

IDENTIFIERS- *Los Angeles Unified School District CA

This report of the number and percentage of senior high school students who left school before graduating found that: (1) 7% of the fall 1981 high school enrollment left before the end of the 1981-1982 school year; (2) leavers accounted for 6% from regular high schools enrollment, 51% from continuation high schools, and 7% from other high schools; (3) over 60% of early leavers left during the second semester; (4) there were 14% more male early leavers than females; (5) there were more tenth grade early leavers than eleventh or twelfth graders; (6) the average age of early leavers was 17.7 years; (7) Hispanics comprised 43% of early leavers, Whites 26%, Blacks 26%, Asians 4%, and American Indian/Alaskan Native 0.1%; (8) "overage" was the reason most commonly noted for eleventh and twelfth grade leavers and "whereabouts unknown" for tenth graders. Other reasons included: full-time employment, institutionalization, nonattendance or excessive absence. The report recommends the establishment within high schools of programs that seek to identify potential leavers, and provide counseling or guidance to help them remain in school. (PS)

ED 274 751 UD 025 157

Weatherley, Richard A.; And Others
Patchwork Programs: Comprehensive Services for Pregnant and Parenting Adolescents. Monograph No. 4.
Washington Univ., Seattle. Center for Social Welfare Research.
SPONS. AGENCY- Public Health Service (DHHS), Rockville, Md.
PUB DATE- Sep 85
NOTE- 268p.
GRANT- APR-000908-02-0
AVAILABLE FROM- Center for Social Welfare Research, School of Social Work, University of Washington, Seattle, WA 98185 ($11.00).
LANGUAGE- English
EDRS Price - MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010) Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Child Rearing; Community Cooperation; *Community Health Services; *Community Programs; *Early Parenthood; Pregnancy; *Pregnant Students; *State Programs; Youth Problems; Youth Programs

Adolescent pregnancy first emerged as a major social problem in the late 1960s and early 1970s. Among the responses to this problem was the promotion at the national, State, and local levels of an intervention model linking education, social, and health services for pregnant and parenting teenagers. This study addresses: (1) how and why local programs for pregnant and parenting adolescents have been developed and maintained, and (2) what accounts for the development and maintenance of comprehensive programs in some communities and not in others that appear equally or more needy. Four states were selected for study: Massachusetts, Michigan, California, and Tennessee. Within each state a pair of localities were chosen (two in California) making a total of five pairs matched according to socioeconomic and demographic characteristics. Each pair included one locality with a comprehensive program and one without. Programs were evaluated according to the following criteria: (1) leadership, (2) knowledge of alternative program models, (3) State funds, (4) policies and technical assistance, (5) advocacy group and interest group activities, and (6) State and local political culture. After an overview describing the purpose and design of the study, including a definition of the term "comprehensive," State and local case studies are presented for each of the ten localities. Finally, the book addresses the concept and constraints of comprehensive services, discusses conditions and strategies for successful program initiation and maintenance, and offers recommendations. (LHW)

ED 274 765 UD 025 194

Gramacy, William
Graduation and Attrition Rates in the LAUSD High Schools, Class of 1982. Publication No. 424.
Los Angeles Unified School District, Calif. Research and Evaluation Branch.
PUB DATE- 82
NOTE- 18p.; Some tables contain small, broken type.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Persistence; Continuation Students; *Dropouts; Enrollment Rate; *Graduation; *High School Graduates; High Schools; Nontraditional Education; School Holding Power; Special Classes; *Student Attrition; *Withdrawal (Education)
IDENTIFIERS- *Los Angeles Unified School District CA

Los Angeles Unified School District (LAUSD) analyzes graduation and attrition rates of the 1982 graduating class from the district's 49 regular high schools as well as from continuation, opportunity, special education, and alternative and magnet schools. Graduates are senior high school students who earned a diploma, or passed the California High School Proficiency Examination. Statistics are based on the number of students who entered tenth grade in September 1979. This number was then adjusted for additional entrants and leavers over 3 years, yielding the June 1982 graduation rate and attrition rate. Attrition accounts for all former members of the class who left before graduating. Attrition totals included dropouts, but should not be construed as representing a dropout rate. The graduation rate for the 1982 class was 58%, an increase over 1981, and the attrition rate 42%, which is less than in 1981. Historical data show an increase in the number of graduates each year from 1967 to 1972, and then a decline. Budget Division reports from 1971, 1977, 1979, and 1980 also show a drop in the number of graduates. A factor apparently influencing this decrease was the curtailment of summer school programs. (PS)

ED 274 752 UD 025 166

Terblanche, S. S.; Lotz, J. W.
The Attitude of a Number of Artisans and Technicians from Cape Town and Durham Towards the Upward Mobility of Blacks. HSRC Investigation into Manpower Issues: Manpower Studies No. 3.
Human Sciences Research Council, Pretoria (South Africa).
REPORT NO.- ISBN-0-7969-0351-4
PUB DATE- 86
NOTE- 62p.
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143) Tests, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Blacks; *Foreign Countries; *Racial Attitudes; *Racial Bias; *Racial Relations; *Skilled Workers; *Whites; Work Environment
IDENTIFIERS- *South Africa

This report presents the results of a survey of the attitudes of a sample group of white artisans and technicians (N=1151) in Durban and Cape Town, South Africa, towards the vertical job mobility of black workers. White artisans in Durban and Cape Town have much more experience in working on a par with members of other population groups than the white workers of the Pretoria and Brits areas who were shown, in a previous study, to have had negative attitudes towards blacks. The research procedure consisted of (1) a survey of personnel heads by means of interviews and (2) a survey of artisans and technicians by means of questionnaires. The response rate for the two groups was 27.3% and 31% respectively. The findings suggest that the survey group, by and large, accepts that certain changes are going to take place in the labor environment. The whites, although with a measure of reluctance, regard these changes as inevitable and are willing to accept the logical consequences. They do, however, seem to draw the line at working under a black supervisor. The main finding is that the whites have a much more positive attitude towards black upward mobility than the whites of the earlier study. The report also contains some recommendations on how to deal with the problem of negative attitudes. These recommendations are based on the outcome of a seminar during which the results of the two studies were discussed by a group consisting mainly of labor relations practitioners. The survey instruments are appended. (KH)

ED 274 766 UD 025 195

San Diego City Schools Planning and Research Department Report on School Leaver Study.

San Diego City Schools, CA. Planning, Research and Evaluation Div.

PUB DATE- 25 May 82
NOTE- 21p.; For related document, see UD 025 196.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Persistence; Continuation Students; *Dropout Characteristics; *Dropout Rate; *Dropout Research; Dropouts; High Schools; Junior High Schools; Potential Dropouts; *Secondary School Students; *Student Attrition; *Withdrawal (Education)
IDENTIFIERS- San Diego Unified School District CA

The San Diego City Schools collected statistics about grades 9-12 students who withdrew from school during the 1979-80 school year. The study's purpose was to determine how many of these former students did not enroll in schools elsewhere and, therefore, should be considered school leavers. The following generalizations may be made from the statistics: (1) the district's school leaver rate was 5.6%; (2) continuation/opportunity schools and special programs had the highest school leaver rates, while regular junior high schools had the lowest rates; (3) for the district, the major specific reasons for school leaving were voluntary withdrawal (over 18), habitual truancy, full-time employment and voluntary withdrawal (under 18); (4) Blacks and Hispanics were overrepresented among school leavers; (5) while few ninth graders were school leavers, the largest number of school leavers left when in Grade 10, but the highest proportion of student losses was experienced by Grade 11; (6) there was little difference between numbers and rates at which male and female students became school leavers during the 1979-80 school year. (PS)

ED 274 753 UD 025 168

Orum, Lori S.
The Education of Hispanics: Status and Implications.
National Council of La Raza, Washington, D.C.

PUB DATE- 86
NOTE- 83p.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Academic Achievement; Demography; *Elementary Secondary Education; Enrollment; *Hispanic Americans; *Minority Groups; *Multicultural Education; Postsecondary Education; Remedial Programs; Socioeconomic Status; Urban Demography

Despite the pervasive and consistent pattern of undereducation for Hispanics and their rapid growth as a proportion of the school population, there is a dearth of appropriate preventive and remedial programs to address their special needs. This report provides an overview of the educational status of Hispanics and notes the implications of the data. It includes sections on each of the following: (1) the history of Hispanics in the United States, (2) demographics, (3) school enrollment, (4) educational conditions, (5) literacy and educational conditions of Hispanic adults, (6) postsecondary education, and (7) composition of the teaching force. The final section of implications for education policy makers emphasizes the importance of the following: (1) programs aimed at early school success; (2) adequately training more bilingual, special education, and gifted and talented teachers; (3) required coursework in multicultural education for all teacher training programs; (4) combating curricular tracking; (5) tutoring at the high school level as well as for younger students; (6) dropout recovery programs and prevention programs that begin before high school; (7) test taking preparation seminars; (8) additional academic attention to Hispanic girls; (9) attention to adult illiteracy, and (10) increased college recruitment, financial assistance, and postsecondary educational efforts. An appendix includes census tables from each state. (LHW)

ED 274 767 UD 025 196

Barr, Robert B.; Knowles, Gary W.

The San Diego City Schools 1984-85 School Leaver and High School Diploma Program Participant Attitude Study.

San Diego City Schools, CA. Planning, Research and Evaluation Div.

SPONS. AGENCY- San Diego City Schools, Calif.
PUB DATE- 1 Aug 86
NOTE- 100p.; For related document, see UD 025 195.
LANGUAGE- English
EDRS Price - MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Persistence; *Attitude Measures; Continuation Students; *Dropout Attitudes; *Dropout Characteristics; Dropout Research; High Schools; Nontraditional Education; Potential Dropouts; *School Holding Power; Secondary Schools; *Student Attrition
IDENTIFIERS- San Diego Unified School District CA

Students who left school entirely during the 1984-85 school year, and others who withdrew from regular school and subsequently returned to the district's High School Diploma Program (HSDP), completed questionnaires providing information about their educational values, reasons for leaving school, perceptions of their academic abilities, relationships with school, and peer and support relationships. The returners were also asked their opinions of the HSDP and how the program compared with their previous regular school. The study found that: (1) leavers and returners are less certain of their motivation to learn and their ability to graduate; (2) attendance problems, lack of interest and boredom were the most frequently cited factors in their decision to leave; (3) though the parents' commitment to learning was questionable, academically-related experiences were the dominant factors in students' decisions to leave school; and (4) returners liked the HSDP administrative arrangements and educational characteristics. The authors developed an educational empowerment theory that a student's image of school as a place to be successful determines the student's persistence. The authors recommend changes in the educational philosophy and actions of the school to create a structure and curriculum that addresses everyone's need for success, approval, challenge, and meaning. (PS)

ED 274 754 UD 025 169

McKay, Emily G.
Hispanic Demographics: Looking Ahead.
National Council of La Raza, Washington, D.C.
PUB DATE- 86
NOTE- 7p.
AVAILABLE FROM- National Council of La Raza, 20 F Street, N.W., 2nd Floor, Washington, DC 20001 ($1.00).
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141) Numerical/Quantitative Data (110)
DESCRIPTORS- Citizen Participation; *Demography; Educational Attainment; *Employment Opportunities; Family Income; *Hispanic Americans; Homeowners; *Population Distribution; Poverty; Unemployment

This paper provides an overview of the current socioeconomic characteristics of Hispanics in the United States, and suggests factors of particular significance in projecting future Hispanic demographics and their implications for the Hispanic community and the broader American population. Hispanics are the second largest minority group and more than half of all mainland Hispanics live in California and Texas. A major reason for the current and projected rapid growth of the Hispanic population is their youth. Hispanics are the youngest major subgroup--in 1984, the median number of school years completed by Hispanics 25 and over was 11.3. Further, Hispanics continue to have higher dropout rates than all other groups. Income statistics indicate that Hispanic families earn substantially less than white families, and the gap is not narrowing. A major cause of low income is occupation: Hispanics tend to hold lower-paid, lower-skilled jobs than whites. One significant consequence of this is that Hispanics are more than twice as likely as white Americans to be poor. Poverty levels are especially high among female-headed households, among Hispanics with low educational levels, and among farm dwellers. Hispanic home ownership rates remain well below the rate for non-Hispanics. Finally, Hispanic voter participation has traditionally been below that of whites. (KH)

ED 274 768 UD 025 215

Slaughter, Diana T.; Schneider, Barbara L.
Newcomers: Blacks in Private Schools. Volumes I and II.
Northwestern Univ., Evanston, Ill. School of Education.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 1,020p.; For Executive Summary, see UD 025 216.
GRANT- NIE-G-82-0040
LANGUAGE- English
EDRS Price - MF07/PC41 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Education; *Black Students; Black Youth; Elementary Schools; Minority Group Children; Parent Attitudes; *Parent School Relationship; Parent Student Relationship; *Private Schools; *School Choice; *Urban Schools
IDENTIFIERS- Illinois (Chicago)

The increased enrollment and recruitment of black pupils in urban nonpublic schools prompted this study, which uses an ethnographic approach to investigate the family/school relations of black children and their parents. It is the first intensive study of black children in ecologically diverse settings. The schools, all located in Chicago, Illinois, include two private elite, one independent alternative, and one Roman Catholic. Two primary research questions are addressed: (1) why do black parents send their children to urban private elementary schools, and (2) what are the experiences of the children in these schools? After an introduction, the report covers issues relevant to the study which have been addressed in two bodies of scholarly literature: (1) educational literature that tries to account for school successes and failures of Afro-American children, and (2) educational literature that addresses family decisions and school choice within the context of American society. In later chapters, the report discusses in detail the design of the study and gives findings and summaries. Due to the extensive scope of the research, findings are presented and summarized by area of inquiry, with no explicit attempt to link these findings to the overall aims and purposes of the study. A final chapter offers policy recommendations, and

discusses research implications for black families, private schools, and family school relations. A 17-page list of references; a coding manual for parental education goals; a paper on conducting fieldwork in multiracial, multiethnic, urban private schools; a field manual for school observations; and the questionnaires used for parent, administrator, school, and parent leader interviews are appended. (LHW)

ED 274 755 UD 025 170

McKay, Emily G.
A Visual Summary of Hispanic Demographics.
National Council of La Raza, Washington, D.C.
PUB DATE- 86
NOTE- 20p.
LANGUAGE- English
EDRS Price - MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Age; *Demography; Educational Attainment; Enrollment; Ethnic Groups; Family Income; *Hispanic Americans; Homeowners; *Population Distribution; Poverty; Unemployment

Eighteen graphic charts containing demographic data on Hispanic Americans are provided in this report. The headings of each table are as follows: (1) Hispanic Subgroups-1985; (2) Hispanic Residence by State, 1980; (3) Median Age-1985; (4) Unemployment Rates-1985; (5) Hispanic Unemployment-1985; (6) Median Family Income-1984; (7) Median Weekly Earnings, First Quarter, 1986; (8) Percent of Families below Poverty Level-1984; (9) Hispanic Families below Poverty Level-1984; (10) Children in Poverty-1984; (11) Home Ownership-1984; (12) Hispanic Elected Officials by State-1985; (13) Hispanic Elected Officials by Level-1985; (14) Enrollment below Grade Level-1984; (15) Dropouts by Age-1984; (16) Median School Years Completed, Persons 25 and Older; (17) Hispanic Percent of U.S. Adults; (18) Hispanic Percent of Illiterate Adults. (KH)

ED 274 769 UD 025 216

Slaughter, Diana T.; Schneider, Barbara L.

Newcomers: Blacks in Private Schools. Executive Summary.

Northwestern Univ., Evanston, Ill. School of Education.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 86
NOTE- 57p.; For full report, see UD 025 215.
GRANT- NIE-G-82-0040
LANGUAGE- English
EDRS Price - MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Black Education; *Black Students; Black Youth; Elementary Schools; Minority Group Children; Parent Attitudes; *Parent School Relationship; Parent Student Relationship; *Private Schools; *School Choice; *Urban Schools
IDENTIFIERS- Illinois (Chicago)

The increased enrollment and recruitment of black pupils in urban nonpublic schools prompted this study, which uses an ethnographic approach to investigate the family/school relations of black children and their parents. This executive summary is extrapolated from the first intensive study of black children in ecologically diverse settings. The schools, all located in Chicago, Illinois, include two private elite, one independent alternative, and one Roman Catholic. Two primary research questions are addressed: (1) why do black parents send their children to urban private elementary schools, and (2) what are the experiences of the children in these schools? This summary has three purposes: (1) to present the principal findings of the study; (2) to interpret these findings given the overall conceptual framework, guiding hypotheses, and assumptions of the study; and (3) to draw educational policy implications. (LHW)

ED 274 756　　　　　　　　　　　　　　　　　　UD 025 171

School Dropouts. The Extent and Nature of the Problem.
General Accounting Office, Washington, D.C. Div. of Human Resources.
REPORT NO.- GAO-HRD-86-106BR
PUB DATE- 86
NOTE- 39p.
LANGUAGE- English
EDRS Price - MF01/PC02 Plus Postage.
PUB TYPE- Information Analysis/State-of-the-Art Materials (070)
  Reports - General (140)
DESCRIPTORS- Academic Persistence; Continuation Students; *Dropout
  Characteristics; *Dropout Programs; *Dropout Rate; Dropout
  Research; *Dropouts; High Schools; *High School Students; Potential
  Dropouts; Student Attrition; *Withdrawal (Education)
IDENTIFIERS- Current Population Survey; High School and Beyond
  (NCES); National Longitudinal Study Labor Market Ex

The study provides an overview of what national surveys and the literature say about school dropouts, defined as persons who are neither enrolled in school nor high school graduates. For the last decade, the dropout rate for youth age 16-24 has remained roughly the same, about 13-14 percent. Hispanics, Blacks, and economically and educationally disadvantaged youth have a much higher dropout rate, as do those who are (1) pregnant, (2) two or more years behind grade level, and (3) from homes where the fathers dropped out. Within the first several years after dropping out, about 50 percent return to school or enroll in General Education Development programs. Labor market opportunities are poor for youth who have not completed high school and are worse for Blacks than for Whites. Due to limitations on available data and research, it is not generally known "what works" to prevent youth from dropping out of school or to encourage their return. This is the first of a two-phase study, the second part of which examines the problem in more detail at the local level and considers the techniques used to address it. (PS)

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